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ABSTRACT

This packet of materials provides a copy of the Career and Occupational Development exercises and complete documentation about administration and scoring procedures as released by the National Assessment of Educational Progress (NAEP). NAEP, an information-gathering project, used these exercises to survey the educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) in the learning area of career and occupational development. Introductory materials include an outline of NAEP data collection procedures and tables overviewing COD released exercises in terms of "assessment coverage." Table 4 gives a complete listing of the sixty-one exercises. Exercises are grouped according to five career and occupational development objectives and their nineteen subobjectives: (1) Prepare for making career decisions, (2) Improve career and occupational capabilities, (3) Possess skills that are generally useful in the world of work, (4) Practice effective work habits, and (5) Have positive attitudes toward work. A key clarifies the exercise identification systems; exercise, scoring, and administration descriptors; and administration times. Each exercise is reproduced exactly as it was administered and is followed by a scoring guide. (YLB)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

THE FIRST ASSESSMENT OF
CAREER AND OCCUPATIONAL DEVELOPMENT:
Released Exercises

(1973-74)

No. 05-COD-25

October 1975

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U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1860 Lincoln Street, Suite 700
Denver, Colorado 80295

October 1975

CAREER AND OCCUPATIONAL DEVELOPMENT (COD)

RELEASED EXERCISES FROM THE 1973-74 ASSESSMENT

This packet of materials has been prepared for school personnel who are interested in reviewing National Assessment's released COD exercises. We hope you find the loose-leaf format helpful during your review process -- feel free to reproduce additional sets. We would appreciate your comments on the content and arrangement of the packet so that we can continue to improve future packets of materials in other assessment areas. These materials are for your use and we certainly want to make them as usable as possible.

Since NAEP is not an everyday household word to everyone, we suggest that you carefully review all background and supplemental materials that are included with this mailing to become familiar with National Assessment's purpose and overall assessment model. It is possible that our assessment materials may not be totally suited to your particular assessment or program needs.

NOTE: Secondary users who plan to collect assessment data using NAEP's materials should be aware of certain data collection procedures which were followed. This is especially important if data comparisons are going to be made. While these procedures are discussed in more detail in the General Information Yearbook and the packet introduction section, they are presented here in outline form as a handy reminder.

OCT 6 1980

NAEP ASSESSMENT PROCEDURES

I. Mode of Administration
   A. Group Administered Exercises
   B. Individually Administered Exercises

II. Paced Tapes for Group Administrations

III. Age Groups Assessed
   A. 9-Year-Olds
   B. 13-Year-Olds
   C. 17-Year-Olds (both in and out-of-school)
   D. Adults (26-35)

IV. Assessment Periods
   A. 13-Year-Olds......October-December
   B. 9-Year-Olds......January-February
   C. 17-Year-Olds......March-May

   D. 17-Year-Olds (early graduates and dropouts) and Adults -- varying survey periods, request information from NAEP

V. Printing -- One Exercise Per Page

VI. Scoring
   A. Multiple-Choice Exercises
   B. Open-Ended Exercises

Also keep in mind that NAEP assessed these COD exercises during 1973-74. To what extent this lapse in time would have on your assessment findings compared to NAEP findings is not known. However, some relative comparisons of student achievement outcomes should be able to be made.

In interpreting student achievement levels many school personnel have found it interesting and valuable to think in terms of...

> "How well might we expect our students to do?"
>
> "How well do we anticipate our students will actually do?"
>
> "How well did our students actually do?"

The released exercise packet is arranged in Exercise Number order. Please note that the packet does have a sequential page numbering system so that it could readily be put back into its present order. You may find it helpful to staple each exercise page(s), documentation page(s) and scoring guide page(s) together before you begin your review.

The following tables were prepared to give an overview of the COD released exercises in terms of "assessment coverage". The tables should be helpful in answering such questions as: "How long would it take to administer the 9-year-old exercises?" or "How long would it take to administer the 13-year-old multiple-choice exercises?" or "How many exercises are there for 17-year-olds that fall under Objective III -- Possess skills that are generally useful in the world of work?" Table 4 gives a complete listing of every exercise and may be helpful as you proceed through your review and selection process.

We hope you keep us informed of your assessment activities. We encourage you to share with us your successes as well as any problems you experience with these materials so that we might better advise others.

Jack G. Schmidt State Assessment Consultant	Vern A. Achtermann Consultant, Assessment Services

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revised

TABLE 1: NUMBER OF COD EXERCISES BY AGE LEVEL

There are a total of 61 exercises that were released after the 1973-74 COD assessment. National Assessment often talks about the released exercises in terms of "unique" and "overlap" exercises. A unique exercise is one that was administered to only one age level; for example, only 9-year-olds. An overlap exercise is one that was administered to more than one age level; for example, to both 9- and 13-year-olds. An overlap exercise enables one to make data comparisons between two or more age levels for the same exercise task.

The table below shows the various combinations of unique and overlap exercises across the four age levels. The Line No. column on the left is for explanatory purposes only. For example, 5 exercises (Line No. 1) were administered to 9-year-olds only. One (1) exercise (Line No. 2) was administered to 13-year-olds only. Line No.s 1-4 represent the unique exercises.

Now look at Line No. 5. Ten (10) exercises were administered to 9- and 13-year-olds -- thus, these are overlap exercises. Line No. 7 shows that there were 7 exercises that were administered to all four age levels.

Line No. 11 shows the total number of exercises that were administered to each age. The sum of these four figures will not be equal to the total 61 released exercises because of the overlap situation described above.

LINE NO.	AGE LEVEL 9	13	17	A	
1.	5				UNIQUE EXERCISES
2.		1			
3.			2		
4.				2	
5.	10	10			OVERLAP EXERCISES
6.	4	4	4		
7.	7	7	7	7	
8.		6	6		
9.		15	15	15	
10.			9	9	
11.	26	43	43	33	

TABLE 2. NUMBER OF COD EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION AND TYPE OF SCORING

National Assessment's exercises are administered either in group sessions (usually about 12 students per session) or in individual sessions (one-to-one interview situation). There are also two general types of scoring -- multiple-choice and open-ended.

The two-way table below shows the number of exercises for each age level broken out by type of administration and type of scoring.

Age Level	Type of Administration	Type Of Scoring		Total
		Multiple-Choice	Open-End	
9-Year-Olds	Group	6	9	15
	Individual	0	11	11
	Total	6	20	26
13-Year-Olds	Group	10	21	31
	Individual	0	12	12
	Total	10	33	43
17-Year-Olds	Group	8	23	31
	Individual	0	12	12
	Total	8	35	43
Adults	Group	8	18	26
	Individual	0	7	7
	Total	8	25	33

TABLE 3. NUMBER OF COD EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION, ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE FIVE MAJOR OBJECTIVE AREAS

The released COD exercises are classified according to five major objectives. The table on the next page shows the exercise coverage for each of these objectives. The table also provides information on type of administration and scoring as well as administration time (expressed in total minutes and seconds).

For example, if one were only interested in assessing the 13-year-old exercises that were group administered and multiple-choice scored, there would be 10 exercises to review. The total administration time for these 10 exercises would be 26 minutes and 25 seconds.

An asterisk (*) in the table under the time column means no timing information is available. For the in-school ages the asterisk would apply to individually administered exercises where no paced tape was used. For adults, all exercises were administered individually in a one-to-one interview mode. The group administration mode means that a tape was used to present the stimulus portion of the exercise but no time restriction was placed on the response portion.

The COD objectives are listed on page 3 of the packet introduction.

ABLE 3. NUMBER OF COD EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION, ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE FIVE MAJOR OBJECTIVE AREAS

	OBJ. I		OBJ. II		OBJ. III		OBJ. IV		OBJ. V		TOTAL	
ge/Admin./Scoring	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time
. 9-Year-Olds												
Group/Multiple-Choice	1	4:35	2	10:01	1	:47	1	1:59	1	1:18	6	18:40
Group/Open-End	0	--	1	1:31	6	14:33	1	1:31	1	1:00	9	18:35
TOTAL	1	4:35	3	11:32	7	15:20	2	3:30	2	2:18	15	37:15
Individual/Multiple-Choice	0	--	0	--	0	--	0	--	0	--	0	--
Individual/Open-End	5	*	1	*	3	*	2	*	0	--	11	*
TOTAL	5	*	1	*	3	*	2	*	0	--	11	*
otal 9-Year-Old Exercises	6		4		10		4		2		26	
. 13-Year-Olds												
roup/Multiple-Choice	3	10:25	2	9:53	3	3:14	1	1:32	1	1:21	10	26:25
roup/Open-End	4	12:54	2	2:30	10	56:03	2	3:52	3	5:32	21	80:51
TOTAL	7	23:19	4	12:23	13	59:17	3	5:24	4	6:53	31	107:16
ndividual/Multiple-Choice	0	--	0	--	0	--	0	--	0	--	0	--
ndividual/Open-End	5	*	1	*	4	*	2	*	0	--	12	*
TOTAL	5	*	1	*	4	*	2	*	0	--	12	*
otal 13-Year-Old Exercises	12		5		17		5		4		43	

Table 3: Page 2

Age/Admin./Scoring	OBJ. I		OBJ. II		OBJ. III		OBJ. IV		OBJ. V		TOTAL	
	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time
C. 17-Year-Olds												
Group/Multiple-Choice	3	7:50	0	--	4	3:45	1	1:00	0	--	8	12:35
Group/Open-End	4	16:15	2	2:30	11	62:57	2	3:57	4	6:15	23	91:54
TOTAL	7	24:05	2	2:30	15	66:42	3	4:57	4	6:15	31	104:29
Individual/Multiple-Choice	0	--	0	--	0	--	0	--	0	--	0	--
Individual/Open-End	7	*	1	*	4	*	0	--	0	--	12	*
TOTAL	7	*	1	*	4	*	0	--	0	--	12	*
Total 17-Year-Old Exercises	14		3		19		3		4		43	
D. Adults												
Group/Multiple-Choice	3	*	0	--	4	*	1	*	0	--	8	*
Group/Open-End	4	*	0	--	9	*	2	*	3	*	18	*
TOTAL	7	*	0	--	13	*	3	*	3	*	26	*
Individual/Multiple-Choice	0	--	0	--	0	--	0	--	0	--	0	--
Individual/Open-End	3	*	1	*	3	*	0	--	0	--	7	*
TOTAL	3	*	1	*	3	*	0	--	0	--	7	*
Total Adult Exercises	10		1		16		3		3		33	

TABLE 4. LISTING OF RELEASED COD EXERCISES

Table 4 on the next several pages lists all of the 61 released COD exercises. The legend below will help to explain the table columns.

Exercise Number

The exercises are arranged in numerical sequence by exercise number. The first digit indicates the major objective (1 = I, 2 = II, 3 = III, etc.) and the second and third digits indicate the subobjective (01 = A, 02 = B, 03 = C, etc.).

Administration

G = Group administered
I = Individually administered

Time

X:XX = Administration minutes and seconds
* = No time restriction

Scoring

MC = Multiple-choice
OE = Open-ended

This master table may be useful in selecting certain types of exercises, such as only group/multiple-choice exercises that were administered to 13 and 17-year-olds, or tabulating total administration time for selected exercises.

NOTE: Two of the individually administered exercises (302020 and 403004), while multiple-choice in format, have been coded in Table 4 as open-ended. If the administrators were not certain which response foil should be checked, they were instructed to write explanatory comments describing the solicited response. These comments need to be reviewed during scoring so that an appropriate response foil can be filled in by the scorers.

There are also four exercises that were administered to 17-year-olds, but not to both in-and out-of-school samples. These four exceptions are:

104015	in-school only
104016	out-of-school only
200001	in-school only
305010	in-school only

TABLE 4: LISTING OF RELEASED COD EXERCISES

10/75

Exercise Number	9-year-olds			13-year-olds			17-year-olds			Adults		
	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
101002							I	*	OE			
101003	I	*	OE	G	2:04	OE						
101005	I	*	OE	I	*	OE	I	*	OE	I	*	OE
101011	I	*	OE									
101013	I	*	OE	I	*	OE						
101016							I	*	OE	I	*	OE
102002	G	4:35	MC	G	4:26	MC						
102011				G	5:35	OE	G	6:01	OE	G	*	OE
102013				G	4:12	MC	G	3:31	MC	G	*	MC
102018							G	2:23	MC	G	*	MC
102023							G	4:00	OE	G	*	OE
102033	I	*	OE									
102036				G	1:47	MC	G	1:56	MC	G	*	MC
103002				I	*	OE	I	*	OE			
103003										G	*	OE
104003				I	*	OE	I	*	OE			
104009				G	3:15	OE	G	4:13	OE	G	*	OE
104011				G	2:00	OE	G	2:01	OE			
104015				I	*	OE	I	*	OE			
104016							I	*	OE	I	*	OE

Table 4: page 2

Exercise Number	9-year-olds			13-year-olds			17-year-olds			Adults		
	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
200001							I	*	OE			
200002	I	*	OE	G	1:00	OE	G	1:00	OE			
200012										I	*	OE
200016	G	1:31	OE	G	1:30	OE	G	1:30	OE			
200018	G	2:28	MC	G	2:32	MC						
200019	G	7:33	MC	G	7:21	MC						
200020				I	*	OE						
301005				G	2:27	OE	G	2:29	OE	G	*	OE
301010				G	4:01	OE	G	3:23	OE	G	*	OE
301011				G	1:30	MC	G	1:01	MC	G	*	MC
301014				G	4:03	OE	G	2:57	OE	G	*	OE
301019				G	:59	MC	G	1:00	MC	G	*	MC
301032				G	3:23	OE	G	2:23	OE	G	*	OE
301033	G	1:45	OE									
301034	G	1:45	OE									
301035	G	1:44	OE									
302005				G	8:17	OE	G	5:53	OE	G	*	OE
302010	G	2:14	OE	G	2:14	OE	G	2:10	OE	G	2:09	OE
302015	G	6:06	OE	G	4:09	OE						

Exercise Number	9-year-olds			13-year-olds			17-year-olds			Adults		
	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
302017							G	1:12	MC	G	*	MC
302020	I	*	OE	I	*	OE	I	*	OE	I	*	OE
303008	G	:59	OE	G	1:00	OE	G	:31	OE	G	*	OE
303011	G	:47	MC	G	:45	MC	G	:32	MC	G	*	MC
303012				I	*	OE	I	*	OE	I	*	OE
304001							G	3:24	OE	G	*	OE
305008	I	*	OE	I	*	OE	I	*	OE			
305009	I	*	OE	I	*	OE	I	*	OE	I	*	OE
305010				G	24:14	OE	G	24:12	OE			
306006				G	2:15	OE	G	2:16	OE			
306009							G	13:19	OE	G	*	OE
401003	G	1:59	MC	G	1:32	MC						
401009				G	2:52	OE	G	2:55	OE	G	*	OE
401013	I	*	OE	I	*	OE	G	1:02	OE	G	*	OE
403004	I	*	OE	I	*	OE						
403005	G	1:31	OE	G	1:00	OE						
403010							G	1:00	MC	G	*	MC

Exercise Number	9-year-olds			13-year-olds			17-year-olds			Adults		
	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
501009				G	2:45	OE	G	2:01	OE	G	*	OE
501011							G	1:28	OE	G	*	OE
503011	G	1:00	OE	G	:47	OE	G	:46	OE			
503012	G	1:18	MC	G	1:21	MC						
504005				G	2:00	OE	G	2:00	OE	G	*	OE

FOREWORD

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds and adults (ages 26-35) in 10 learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational progress. Each assessment is the product of several years work by a great many educators, scholars and lay persons from all over the country. Initially, these people design objectives for each area, proposing specific goals that they feel Americans should be achieving in the course of their education. These goals are reviewed by more people and then passed along to developers of tests, whose task it is to create measurement tools appropriate to the objectives.

When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to a probability sample of 80,000-90,000 individuals. The people who compose the National Assessment sample are chosen in such a way that the results of their assessment can be generalized to the entire population of that age. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation.

After assessment data have been collected, scored and analyzed, National Assessment publishes reports to present the results. Not all exercise results have been released for publication at this time. Because National Assessment will administer some of the same career and occupational development (COD) exercises again in the future to determine whether the performance level of Americans has improved or declined, it is essential that they be kept secret in order to preserve the integrity of the study. Some COD exercises ask the respondent to report personal experiences, plans and preferences. These exercises are being released and may also be administered again. Only those exercises that have been released are included in this report.

For exercises that have been released, this volume provides a copy of the exercise and complete documentation about administration and scoring procedures. Researchers who need detailed information about the exercises and state and local educators who want to use National Assessment exercises in their own assessment programs will find this documentation most useful.

INTRODUCTION

In the 1973-74 assessment of career and occupational development (COD), 9-year-olds, 13-year-olds, 17-year-olds and young adults ages 26-35 (age levels that mark the end of primary, intermediate, secondary and postsecondary education) were asked a variety of questions designed to measure achievement of five broad objectives of COD. In this volume the COD released exercises have been grouped according to these objectives and their subobjectives.

The career and occupational development objectives and subobjectives are:

I. Prepare for making career decisions
    A. Know own characteristics relevant to career decisions
    B. Know the characteristics and requirements of different careers and occupations
    C. Relate own personal characteristics to occupational requirements
    D. Plan for career development or change

II. Improve career and occupational capabilities

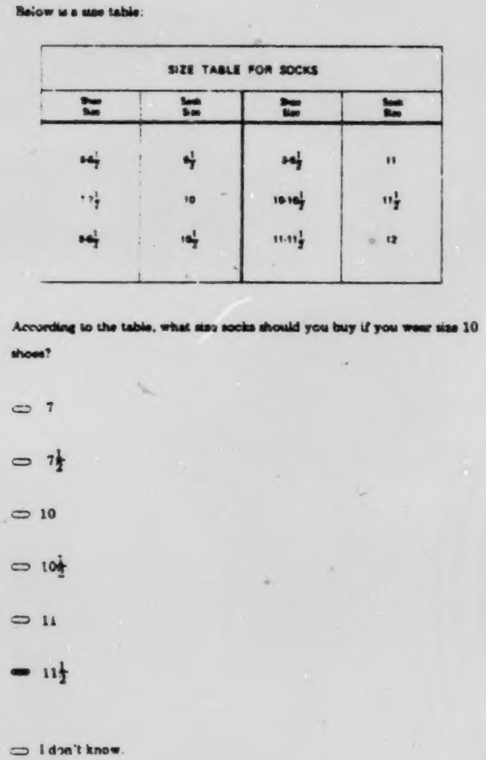
III. Possess skills that are generally useful in the world of work
    A. Have generally useful numerical skills
    B. Have generally useful communication skills
    C. Have generally useful manual-perceptual skills
    D. Have generally useful information-processing and decision-making skills
    E. Have generally useful interpersonal skills
    F. Have employment-seeking skills

IV. Practice effective work habits
    A. Assume responsibility for own behavior
    B. Plan work
    C. Use initiative and ingenuity to fulfill responsibilities
    D. Adapt to varied conditions
    E. Maintain good health and grooming

V. Have positive attitudes toward work
    A. Recognize the bases of various attitudes toward work
    B. Hold competence and excellence in high regard
    C. Seek personal fulfillment through own achievements
    D. Value work in terms of societal goals

Several types of information including reference to objective and subobjective are presented on each exercise-documentation page. A sample exercise and documentation page follow.

SAMPLE EXERCISE



Below is a size table:

SIZE TABLE FOR SOCKS			
Shoe Size	Sock Size	Shoe Size	Sock Size
6-6½	9½	9-9½	11
7-7½	10	10-10½	11½
8-8½	10½	11-11½	12

According to the table, what size socks should you buy if you wear size 10 shoes?

○ 7

○ 7½

○ 10

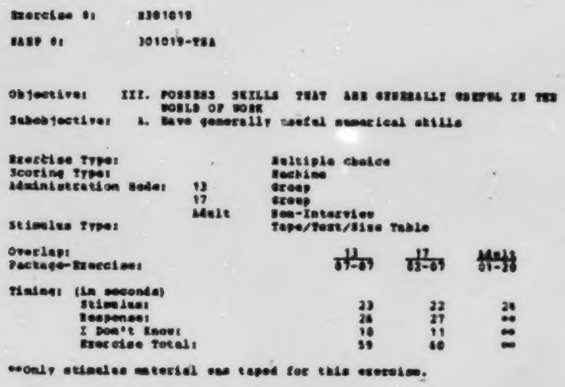
○ 10½

○ 11

● 11½

○ I don't know.

SAMPLE DOCUMENTATION PAGE



Exercise #: R301019

NAEP #: 301019-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: A. Have generally useful numerical skills

Exercise Type: Multiple Choice

Scoring Type: Machine

Administration Mode: 13 Group

17 Group

Adult Non-Interview

Stimulus Type: Tape/Text/Size Table

	13	17	Adult
Overlap: Package-Exercise:	07-07	02-07	01-20
Timing: (in seconds)			
Stimulus:	23	22	28
Response:	26	27	**
I Don't Know:	10	11	**
Exercise Total:	59	60	**

**Only stimulus material was taped for this exercise.

Exercise Identification Systems

Exercise #:	R301019
R301019	The first character in the exercise number indicates whether the exercise is released (R) or unreleased (U).
R301019	The second character indicates the major objective to which the exercise is referenced. In this case the "3" indicates Objective III: Possess Skills That Are Generally Useful in the World of Work.

R301019	The third and fourth characters indicate the subobjective within the major objective to which the exercise is referenced. In this case the "1" indicates Subobjective A of Objective III: Have Generally Useful Numerical Skills.
R301019	The fifth, sixth and seventh characters uniquely number the specific exercise within the objective and subobjective.

In this volume exercises are ordered by exercise number from smallest to greatest.

NAEP #:	301019-TSA
301019-TSA	The first six characters are identical to characters two through seven of the exercise number and serve the same purposes.
301019-TSA	The letters following the dash indicate the age levels that responded to the exercise. In this case 13-year-olds (T), 17-year-olds (S) and adults (A) responded. If the exercise had also been given to 9-year-olds, the indicator would include an "N." The letters "I" and "O" will appear in some indicators. The "I" indicates that the 17-year-olds who responded were in school. The "O" indicates that the only 17-year-olds who responded were out of school.

Exercise, Scoring and Administration Descriptors

Exercise type: Multiple choice

The type of response required by the exercise is indicated by this descriptor. Many open-ended exercises requiring either long or short written responses were used in addition to multiple-choice exercises. Some exercises asked for a mixture of response methods and have multiple descriptors.

Scoring type: Machine

Multiple-choice responses were scored by an optical scanning machine. Many COD exercises asked for one or more written responses and were scored by semiprofessionals. If any part of an exercise required semiprofessional scoring, the exercise is described as being semiprofessionally scored.

Administration mode:	13	Group
	17	Group
	Adult	Non-Interview

Many exercises were administered to 9, 13 and 17-year-olds in groups of as many as 12 respondents. Exercises for these ages designated as "individual" were administered on a one-to-one basis. All exercises were administered to adults on a one-to-one basis. Some were in interview form and are designated as "interview." Adult exercises designated as "noninterview" were exercises in which the adult respondent recorded his own responses.

Stimulus type: Tape/text/size table

Group exercise administrations were conducted by using a paced-tape recording to present exercises to the group. For most of these exercises, the respondent also was presented the printed text of the exercise. For adults the tape was unpaced and was stopped while each response was made. Exercises that were either individual or interview administrations were generally read aloud by the exercise administrator. Special stimulus materials such as charts, tables, pictures and physical objects that were used for the exercise are also designated here.

Packaging Information

Overlap:	Age 13	Age 17	Adult
Package-exercise:	07-07	02-07	01-20

All four age levels are not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, to 9-year-olds. Others were given at two or more age levels and are called overlaps. This information tells at which ages the exercise was administered and how exercises were grouped into booklets or packages for each administration. Each in-school respondent took only one package of exercises.

Administration Times

Timing (in seconds):			
Stimulus:	23	22	24
Response:	26	27	**
I don't know:	10	11	**
Exercise total:	59	60	**

**Only stimulus material was taped for this exercise.

Those researchers planning to reassess the National Assessment exercises will need to know their administration times. The tape recordings used in each administration were timed in order to arrive at the figures presented in this report.

The *introduction* time presented for some exercises is the time during which a general description of the nature of the exercise is given prior to the actual stimulus. The *stimulus* time is the time required to read on the tape the entire exercise or exercise part including the alternative responses. The *response* time is the period of silence allowed on the tape for respondents to record their answers. The *I don't know* time is the time during which respondents were instructed, "If you do not know the answer, please fill in the oval beside 'I don't know,'" and the pause before the announcer instructed them to go on to the next exercise. Since individually administered exercises were read to the respondent by the administrator, they did not have paced-tape recordings and, therefore, do not have timing information. For adult administrations, tape recordings were used but the tapes were not paced.

Exercise and Scoring Guide

Each exercise is reproduced exactly as it was administered. For semiprofessionally scored exercises, the scoring categories for responses are also provided.

Comments:

A. Have you talked seriously to anyone about your plans for the future -- what you want to do, what training or education you need, etc.?

○ Yes (Go to B)

○ No (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

(Continued)

B. Who have you talked to? I do not want their names, I just want to know what KIND of person you talked to.

○ I don't know.

○ No response

For each person named by respondent ask, "IS THIS PERSON OLDER THAN YOU?" and "IS THIS PERSON AWARE OF YOUR SKILLS, ABILITIES, GOALS, OR INTERESTS?" Record responses below for each person given (up to 3 total).

(1) Person: ____________________

	Yes	No	I don't know.	No response
Older?	○	○	○	○
Aware?	○	○	○	○

(2) Person: ____________________

	Yes	No	I don't know.	No response
Older?	○	○	○	○
Aware?	○	○	○	○

(3) Person: ____________________

	Yes	No	I don't know.	No response
Older?	○	○	○	○
Aware?	○	○	○	○

B

(1)		(2)		(3)	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
	4		4		4
	5		5		5
	6		6		6
	7		7		7
	8		8		8
	9		9		9

09

Exercise #: R101002

NAEP #: 101002-S

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap: 17
Package-Exercise: 17-11

Timing: (in seconds) *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = SCHOOL OR UNIVERSITY COUNSELOR OR ADVISOR

Counselor
Guidance officer--school
Guidance counseler

11 = OTHER SPECIFIC COUNSELOR OR ADVISOR

Explorer adviser

12 = PSYCHOLOGIST

Psychiatrist
Child psychologist
Dr. Elkin who is my psychologist

13 = TEACHER

Chemistry teacher
Mechanical drawing teacher
Teacher
Art teacher
Coach
Ballet teacher
Principal
History teacher
Vo Ag teacher
Dept. Head at University
College professor

14 = MILITARY ADVISOR OR COUNSELOR

Navy recruiter

15 = PARENTS

My mother
Father
Parents

Categories and sample responses are listed below.

16 = OTHER OLDER ADULTS

- Union officials
- My uncle
- Legal secretary
- Nurse
- Congressman
- Archeologist
- Employer
- Pharmacist
- Construction worker
- Draftsman
- Sheet metal worker
- Housewife

17 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = PEERS (EVEN IF "YES" IS GIVEN TO (B))

- Girlfriend
- Brother
- Sister
- Friend
- Boyfriend

23 = NAME OF PERSON ONLY OCCUPATION IS NOT KNOWN

39 = I DON'T KNOW

A. People can do some things better than other things. What are two things that you can do well?

(1) ______________________________
____

(2) ______________________________
____

B. What are two things you have tried that you do NOT do very well?

(1) ______________________________
____

(2) ______________________________
____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

	A (1)	A (2)	B (1)	B (2)
0	0 0 0	0 0 0	0 0 0	0 0 0
1	1 1 1	1 1 1	1 1 1	1 1 1
2	2 2 2	2 2 2	2 2 2	2 2 2
3	3 3 3	3 3 3	3 3 3	3 3 3
4	4 4	4 4	4 4	4 4
5	5 5	5 5	5 5	5 5
6	6 6	6 6	6 6	6 6
7	7 7	7 7	7 7	7 7
8	8 8	8 8	8 8	8 8
9	9 9	9 9	9 9	9 9

Exercise #: R101003

NAEP #: 101003-NT

Objective: I. PREPARE FOR MAKING CAREER DECISIONS

Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
Stimulus Type:	9	Read Aloud
	13	Tape/Text

Overlap:	9	13
Package-Exercise:	11-02	03-04

Timing: (in seconds)			
Part A	Stimulus:	*	8
	Response:	*	54
	Total:	*	62
Part B	Stimulus:	*	5
	Response:	*	57
	Total:	*	62
Exercise Total:		*	124

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

Age 9 Play Monopoly
War
Age 13 Play chess
Play house
Jacks
Yo-yo
Hopscotch

102 = GROUP SPORTS

Age 9 Playing baseball
Foursquare
Kickball
Football
Wrestle
Age 13 Soccer
Play racquetball
Play baseball
Pass a football
Tennis
Play football

103 = INDIVIDUAL SPORTS

Age 9 Surfing
Ride my bike real good
Jump rope
Run
Swim
Age 13 Hunting
Playing pool
Ride a unicycle
Ride horses
Mountain climb
I do gymnastics
Water skiing
And I can run very fast
Ride my bike in long journeys
Swim competitively
I can bowl well

Categories and sample responses are listed below.

104 = MUSICAL OR ARTISTIC ACTIVITIES

Age 9	Art
	I can sing well
	Guitar
	Writing
	Play the piano
	Color
Age 13	Sing
	Play folk songs in guitar and sing them
	Play the piano
	Play the clarinet
	Artwork

105 = HOBBIES AND CRAFTS

Age 9	Build forts
	Exercise
Age 13	Fly tying
	Design buildings and things
	Needlecraft
	I am very mechanically and electronically inclined
	Build airplane, car and boat model
	Collect rocks, coins, shells
	Fixing engines

106 = SCHOOL OR ACADEMIC AREAS

Age 9	Read
	Spelling
	Math
	Study for a test
	My workbook for social studies
	English
	Science
Age 13	Reading
	I can do math
	School work
	Taking tests
	Studying
	Debate

107 = HOUSEHOLD SKILLS

Age 9	Clean up my room
Age 13	Cooking
	Clean house
	Sewing

Categories and sample responses are listed below.

109 = OTHER ACCEPTABLE RESPONSES

Age 9 Snowmobile
Twirl a baton
Type
Age 13 Plaster
I can walk well
Make friends
I can use a gun safely
I can make people laugh
Babysit
I can whistle well

250 = GARBAGE

Age 13 Mach well
Play foot
I could make sumr

251 = OTHER UNACCEPTABLE RESPONSES

Age 9 Help my mother
Go to sleep
Play
I'm good at times
Age 13 Watch television
About anything
Make trouble
Eat
I can usually have a much better time than others
Grow!
Spend money

252 = NOTHING

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 253)

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

Age 9	Play a "Careers" game
	Play poker for money
	Play Concentration
Age 13	I don't play house with my sister
	Playing checkers
	Poker

102 = GROUP SPORTS

Age 9	Play football
	Play baseball
	Play tennis
	Catch frisbies
Age 13	I can't play basketball
	Baseball or softball
	Badminton
	Play volleyball
	Tennis

103 = INDIVIDUAL SPORTS

Age 9	Tried to ride my bike to school
	Sled
	Somersaults
	Crossbars
	Hopscotch
	Walk on my hands
Age 13	Horseback riding
	Somersaults (Backwards, forwards)
	Snow ski
	Ice skate
	Gymnastics
	Roller skate
	Run a short distance
	Go up hill with my bike
	Swimming

Categories and sample responses are listed below.

104 = MUSICAL OR ARTISTIC ACTIVITIES

Age 9	Painting Drawing Play classic songs in a recorder Play the piano Play musical instruments Draw people dogs and other objects Dance I can't sing
Age 13	No sample given

105 = HOBBIES AND CRAFTS

Age 9	I can't carve things too good
Age 13	Knit I cannot do mechanical drawings Putting a big model together Needlepoint Fiberglass a boat and trying to build something

106 = SCHOOL OR ACADEMIC AREAS

Age 9	English Social Studies Reading Spelling My math
Age 13	Math History Reading Study in a lot of noise

107 = HOUSEHOLD SKILLS

Age 9	The dishes
Age 13	I don't like cooking Housework I can't sew certain kinds of clothes

Categories and sample responses are listed below.

109 = OTHER ACCEPTABLE RESPONSES

Age 9 Make a snowman
Mowing the lawn
Playing house, cause I'm too old to use my imagination like that
Pounding in nails
Playing games and winning
Saving money
Age 13 Cheerleading
Paint
Milk cows
Fix flat tires

250 = GARBAGE

Age 9 No samples given
Age 13 Put a scient on a pony
I can not apts well

251 = OTHER UNACCEPTABLE RESPONSES

Age 9 Sometimes my work at home
Age 13 Work
Spend money
Eat
Sleep
Play

252 = NOTHING

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 253)

399 = I DON'T KNOW

Comments:

Now, I'm going to ask you some questions about something you enjoy doing.

A. What is ONE thing you enjoy doing that you would like to be able to do better?

○ Nothing (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

B. How well do you do this compared to other people your age?

○ I don't know.

○ No response

	A			B	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4		4	4		4
5		5	5		5
6		6	6		6
7		7	7		7
8		8	8		8
9		9	9		9

(Continued)

C. How do you know how well you do this?

○ I don't know.

○ No response

D. Have you tried to find out how you could do it better?

○ Yes (Go to E)

○ No (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

E. How did you try to find out?

○ I don't know.

○ No response

C		E	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
	4		4
	5		5
	6		6
	7		7
	8		8
	9		9

Exercise #: R101005

NAEP #: 101005-NTSA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: 9 Individual
13 Individual
17 Individual
Adult Interview
Stimulus Type: Read Aloud

	9	13	17	Adult
Overlap:				
Package-Exercise:	11-14	15-15	17-13	03-03
Timing: (in seconds)	*	*	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

All ages Playing "Sorry"
Playing hide and go seek
Play chess
Playing cards
Playing pinochle

102 = GROUP SPORTS

All ages Tennis
Football
Baseball
Play basketball
Play soccer
Play volleyball
Physical fitness class
Wrestling

103 = INDIVIDUAL SPORTS

All ages Swim
Ride my bike
Bowl
Roller skating
Ice skating
Sailing
Water ski
Hunt
Ride my trail bike
Fish
Track
Surf
Gymnastics
Horseback riding
Weight lifting
Race car driving
Hiking
Golf

Categories and sample responses are listed below.

104 = MUSICAL OR ARTISTIC ACTIVITIES

All ages
- Square Dance
- Art
- Learn how to draw
- Play drums
- Play the piano
- Play the guitar
- Painting
- Sketching

105 = HOBBIES AND CRAFTS

All ages
- Stamp collecting
- Knitting
- Model building
- Auto mechanics

106 = SCHOOL OR ACADEMIC AREAS

All ages
- Math
- Spelling
- Read
- Science
- Social Studies
- Talking French
- Taking tests
- Studying

107 = HOUSEHOLD SKILLS

All ages
- Clean the house
- Cook
- Sew
- Fixing things around the house

109 = OTHER ACCEPTABLE RESPONSES

All ages
- I enjoy taking care of animals
- Cheerlead
- Making friends
- Make conversation
- Type better
- Shorthand
- Drafting
- Auto upholstery
- Working with animals
- Raising a family
- Gardening
- Farm

Categories and sample responses are listed below.

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

All ages Help my mother
Racing
Think

252 = NOTHING

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = BETTER; GOOD

All ages	Well I think for my age I do pretty well, I can beat 10 year olds. I think if I practice I can get very good. I play it good I can play better Pretty good Very well I'm in the highest group Better than all my friends People tell me it's good A little better than average I guess I cook pretty good Top of my class

11 = THE SAME; AVERAGE; FAIR; SO-SO

All ages	Fair About the same Average Medium Alright Just OK Fairly well In between About normal I make too many mistakes, but I do it all right. I'm as good as others are

12 = WORSE; NOT TOO GOOD

All ages	Not that good Not too well Terrible They do a little bit better than me Pretty bad Very poor Poor Less than average

Categories and sample responses are listed below.

13 = OTHER ACCEPTABLE RESPONSES

All ages My brother is in fourth grade and I can do better than him
Good and bad both
Depends, I do all right
Well I do it pretty good, but I don't absorb all the book, I skip over some of the words I don't know
A "B" or "C"

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages I sew well enough to wear it out in public

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = JUDGE BY WHAT OTHER PEOPLE SAY

All ages My teacher tells me, my mother and friends too
Cause people give me compliments on it
Well, my dad tells me sometimes
Asked my Home Ec teacher
I get other people's judgment on it
People tell me I'm good
From what people have told me

11 = JUDGE BY GRADES AND TESTS

All ages Cause I got an A in art
When we get grades I got a D
When the teacher corrects it, then you know how many are wrong
When we get our papers back
By my test grades and my oral
Grade and progress chart

12 = PERSONAL COMPARISON WITH OTHERS (SIMULTANEOUS DOING OF SAME TASK)

All ages Cause other people win
I beat other children
I raced a kid in sixth grade and I beat him
When I go hunting with other people
Judging from the other persons I ride motorcycles with
Play with others and see the scores
Most of the time I win

Categories and sample responses are listed below.

13 = COMPARISON (OTHER THAN SIMULTANEOUS ACTIVITIES) OR A PIECE OF DATA INDICATING ABILITY

All ages	I watch the other kids play Cause of the way I throw By the results of my racing Because I was on the all star team I saw them swim in my pool, they can't dive I can The art teacher likes them best and I've won prizes. Compare myself to somebody else Cause, I've tried it before and I can't move the boat It seems like it takes me twice as long as other people I have to have a lot of help. By how far I can hike Because I have more trophies than anyone else around I always got the best position

14 = OTHER ACCEPTABLE RESPONSES

All ages	From my friends reaction when I talk Know people my age who play it

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages	By their age Good My father taught me My friend has a collection By the other girls Bet someone who knows about it to show me I take homemaking Experience

22 = PERSONAL OPINION

All ages	It just comes in my brain, my brain tells me By looking at it It seemingly takes more effort to do it By the way I can do it

39 = I DON'T KNOW

SCORING GUIDE: PART E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = VERIFICATION FROM A LIVE SOURCE

All ages	I asked the teacher and stay after class for help Let my Dad teach me Asking my coach and practicing I'm trying to improve my hitting and catching, my father shows me how Ask the head cheerleader at Oceana I asked people how they learned Like watching professionals and listening to the coaches Talking to other students I watched mechanics.

11 = VERIFICATION FROM A STORED SOURCE (NOT AN ORGANIZED COURSE)

All ages	There's pictures of how to hold the grip I got this little book Look it up in a book Encyclopedia and asked people Look in the library for books Read magazines and books By looking at TV and reading books on it

12 = SELF-EVALUATION AND/OR CORRECTION

All ages	I tape myself reading on a tape recorder and I play it back. I know the techniques and I'm trying to do better By comparison and experimenting

13 = FORMAL LESSONS, COURSE TRAINING

All ages	Go to the Y and take lessons I take lessons Going through a course By taking more sewing lessons Taking guitar lessons Went to classes at one of the schools near here

14 = OTHER ACCEPTABLE RESPONSES

All ages	I look my animals over to see how they are I belong to The County Farm Bureau and attend meetings Joined an organization

Categories and sample responses are listed below.

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages	He gave me some tablets in the book that I got Almost as well Common sense About 2

22 = PRACTICE

All ages	Playing with my big brother By practicing By trying to do it...what I was aiming for Go out for the school team and practice Practice a lot Study more Could play more - give it more time

39 = I DON'T KNOW

Comments:

A. Suppose you have free time to do whatever you want to do. What game, sport, hobby, or activity would you MOST like to play or do?

○ I don't know.

○ No response

B. What game, sport, hobby, or activity would you NOT like to play or do?

○ I don't know.

○ No response

	A			B		
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4		4	4		4	4
5		5	5		5	5
6		6	6		6	6
7		7	7		7	7
8		8	8		8	8
9		9	9		9	9

Exercise #: R101011

NAEP #: 101011-N

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap: 9
Package-Exercise: 11-07

Timing: (in seconds) *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

111 = GROUP SPORTS

Basketball
Football
Like to play baseball
Soccer
Hockey
Tennis

112 = INDIVIDUAL SPORTS

Ice skating
Swim
Golf

113 = PLAYGROUND GAMES

Pompon
Tag
Kickball
Hide and seek
Double Dutch
Hopscotch
Play marbles

114 = BOX AND CARD GAMES

Puzzles
Play bingo
Play Monopoly
Checkers
Old maid
Avalanche

115 = COLLECTING THINGS

Collecting stamps

Categories and sample responses are listed below.

116 = MUSICAL OR ARTISTIC ACTIVITIES (NOT WRITING)

Draw hearts
Work with clay
Play records
Draw best
Like to color
Color pictures
Coins

117 = READING AND GO TO THE LIBRARY

Read a book
I would like to read
Read
I would rather read a book
Go to the library

118 = OTHER ACADEMIC ACTIVITIES

Math cards

119 = HOME CHORES, PRACTICAL SKILLS

Sew
I would make a nice big dinner and surprise everybody

120 = OTHER ACCEPTABLE RESPONSES

Go to Girl Scouts
Shovel the walks
Models
Go to stores with my friends
Play with my Barbie camper and my toys

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

Play in the snow
Go outside and play
A hobby
A game

252 = NONE

Categories and sample responses are listed below.

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 253)

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

111 = GROUP SPORTS

Soccer
Football
Baseball
Hockey
Tennis
Softball

112 = INDIVIDUAL SPORTS

Go snowmobiling in the winter

113 = PLAYGROUND GAMES

Kickball
Leapfrog
Tag

114 = BOX AND CARD GAMES

"Witch Witch" dominoes
Checkers; puzzles

115 = COLLECTING THINGS

Stamp collecting
Collecting rocks
I wouldn't want to go find some rocks for a hobby

116 = MUSICAL OR ARTISTIC ACTIVITIES (NOT WRITING)

Model with clay
Well, in piano when we have a whole bunch of songs, I don't like to practice on that
I don't like to cut out stuff much

119 = HOME CHORES, PRACTICAL SKILLS

Help my mother set the table
Cleaning my room

Categories and sample responses are listed below.

120 = OTHER ACCEPTABLE RESPONSES

Play dolls with my sister
Don't play with dogs

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

Build
Fall in the mud
Activity
I wouldn't like to have a hobby
Start talking

252 = NONE

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 253)

399 = I DON'T KNOW

Comments:

____

____

____

A. Have you ever asked someone how you could play some game better or do some work better?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

B. What was it you wanted to know how to do better?

○ I don't know.
○ No response

____

____

____

____

____

○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○		○	○
○		○	○
○		○	○
○		○	○
○		○	○
○		○	○

Exercise #: R101013

NAEP #: 101013-NT

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap:	9	13
Package-Exercise:	11-01	15-08
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

Age 9	A game called "Manhunt"
	Aggravation
	Bingo
	Play a game of 500 in cards
	Play tic-tac-toe
Age 13	Play dominoes
	Play checkers
	How to play monopoly
	Play a game

102 = GROUP SPORTS

Age 9	Basketball
	Teamball
	Pompon
	Hockey
	Soccer
	Football
Age 13	Play baseball
	Soccer
	I wanted to know how to play softball better
	How I could dribble better in basketball
	Wanted to know how to control a tennis ball

103 = INDIVIDUAL SPORTS

Age 9	Ride my bike
Age 13	How I could run a little better on the track team
	How to swim better
	Run the ski gates better
	Ski a giant slalom course better
	Tumble

104 = MUSICAL OR ARTISTIC ACTIVITIES

Age 9	Draw
Age 13	Singing
	Dancing
	Playing instrument
	Writing
	Poetry

Categories and sample responses are listed below.

105 = HOBBIES AND CRAFTS

Age 9	Arts and crafts
Age 13	Crochet
	Work on a generator (car)
	Build models
	Collect rocks
	Shells
	Coin collecting
	Building things of wood

106 = SCHOOL OR ACADEMIC AREAS

Age 9	Do a paper
	Read
	Math
Age 13	Like school work - like how to bring up your grade better
	Improve my style of writing in a creative paragraph
	Read better
	Science
	Wanted to do division better

107 = HOUSEHOLD SKILLS

Age 9	Well to sew really
	Make the bed
Age 13	Take care of children
	How to do janitor work better
	Cook
	Sewing
	Fixing things around the house

109 = OTHER ACCEPTABLE RESPONSES

Age 9	How to be a newspaper girl
	Script writing
	I asked my brother how to rake the yard right because I did it wrong
Age 13	How to cut a board and nail it a certain way
	Baby sit
	Cheerleading
	Paint
	Fixing hair
	Typing

250 = GARBAGE

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 9	I think it would be a game A game How to play the games
Age 13	I asked the brickmason that lives across the street about it Like ask coach Sudarth how I could do better How to do something Sports Sleep My work

252 = NOTHING

399 = I DON'T KNOW

Comments:

A. There are tests to help you decide on your career or job plans. These tests help you to find out such things as what you like to do best, what jobs you would rather have, or if you have mechanical, clerical or other abilities. Did you ever take such a test?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

B. Did you discuss the test results with anyone who could advise you on your plans?

○ Yes (Go to C)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

(Continued)

C. What job or position did this person have?

○ I don't know.

○ No response

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
	○ 4
	○ 5
	○ 6
	○ 7
	○ 8
	○ 9

Exercise #: R101016

NAEP #: 101016-SA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: A. Know own characteristics relevant to career decisions

Exercise Type:		Multiple Choice and Short Answer
Scoring Type:		Semi-Professional
Administration Mode:	17	Individual
	Adult	Interview
Stimulus Type:		Read Aloud

Overlap:	17	Adult
Package-Exercise:	17-03	03-05
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = SCHOOL OR UNIVERSITY COUNSELOR OR ADVISOR; GUIDANCE COUNSELOR

Age 17	College adviser Guidance counselor School guidance counselor English teacher and counselor (same person)
Adults	High school guidance counselor High school counselor

11 = OTHER COUNSELOR OR ADVISOR

Age 17	Counselor
Adults	Counselor Employment agency personnel Veterans counselors and college counselors

12 = PSYCHOLOGIST

13 = TEACHER

Age 17	Not sure, possibly an assistant teacher
Adults	No samples given

14 = MILITARY COUNSELOR OR ADVISOR

Age 17	No samples given
Adults	My recruiter in the Air Force

15 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

Age 17	Medicine
Adults	No samples given

21 = OTHER UNACCEPTABLE RESPONSES

Categories and sample responses are listed **below**.

22 = UNQUALIFIED

Age 17	Parents
Adults	No samples given

23 = MAY BE QUALIFIED, CAN'T VERIFY

Age 17	Principal
Adults	Personnel manager of stock broker firm Interviewer School assistant director

39 = I DON'T KNOW

On this and the following three pages are some things people say about their jobs. You should decide what job the person is telling about and fill in the oval beside the name of that job.

Here is an example:

"People come to me to have me fix their teeth. I do such things as fill cavities and put braces on teeth.

What is the name of my job?"

● Dentist
○ Preacher
○ Doctor
○ Lawyer
○ Barber

○ I don't know.

This person is a DENTIST, so the oval beside "Dentist" has been filled in.

Now do A through E in the same way.

4-102002-1,2

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

A. "I wear a white uniform and white shoes. I work in a hospital where I help doctors take care of sick people. I bring medicine to patients and take their temperatures, and do lots of things to make the patients feel better.

What is the name of my job?"

- ○ Waitress
- ● Nurse
- ○ Beauty operator
- ○ X-ray technician
- ○ Stewardess

- ○ I don't know.

B. "Every day, except Sundays and holidays, I deliver letters and packages to the people on my route. I usually carry a big bag and wear a gray-blue uniform.

What is the name of my job?"

- ○ Milkman
- ○ Newspaper deliveryman
- ○ Florist
- ○ Policeman
- ● Mailman

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

C. "I work in an office. I take dictation in shorthand, type letters, answer the telephone, and do many other things around the office.

What is the name of my job?"

○ Office manager
○ Telephone switchboard operator
○ Receptionist
○ File clerk
● Secretary

○ I don't know.

D. "I work at a place where people drive their cars in to buy gasoline. I check the oil and water in their cars, and I wash windshields.

What is the name of my job?"

○ Automobile mechanic
○ Auto parts salesman
● Service station attendant
○ Window washer
○ Truck driver

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

(Continued)

E. "I work in radio and television. I tell people about what has been happening in the world and I sometimes tell people about the weather and about sports.

What is the name of my job?"

○ Actor
○ Radio or television repairman
○ Newspaper editor
● Newscaster
○ Camera operator

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R102002

NAEP #: 102002-NT

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:		9	13
Package-Exercise:		09-05	06-06
Timing: (in seconds)			
Introduction:		50	45
Part A	Stimulus:	25	25
	Response:	17	16
	I Don't Know	9	8
	Total:	51	49
Part B	Stimulus:	24	24
	Response:	16	16
	I Don't Know	5	4
	Total:	45	44
Part C	Stimulus:	21	22
	Response:	15	16
	I Don't Know	5	4
	Total:	41	42
Part D	Stimulus:	23	23
	Response:	15	16
	I Don't Know	6	4
	Total:	44	43
Part E	Stimulus:	22	22
	Response:	15	15
	I Don't Know	7	6
	Total:	44	43
Exercise Total:		275	266

Now you will hear some different people tell about the work they do. After you listen to each speaker, write down the name of the job that the speaker has described. The first one is for practice. Listen to the speaker tell about his job, then write down what his job is on the line for the Example.

Example. Write the name of the job on the line below.

____

A. Write the name of Speaker # 1's job on the line below.

____

B. Write the name of Speaker # 2's job on the line below.

____

C. Write the name of Speaker # 3's job on the line below.

____

D. Write the name of Speaker # 4's job on the line below.

____

E. Write the name of Speaker # 5's job on the line below.

____

	A		B		C		D		E	
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4		4		4		4		4		4
5		5		5		5		5		5
6		6		6		6		6		6
7		7		7		7		7		7
8		8		8		8		8		8
9		9		9		9		9		9

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO

2-102011-2,3,4

Exercise #: R102011

NAEP #: 102011-TSA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape

Overlap:	13	17	Adult
Package-Exercise:	04-06	05-07	02-12
Timing: (in seconds)			
Introduction:	82	78	69
Part A Stimulus:	36	44	36
Response:	21	23	**
Part B Stimulus:	27	31	27
Response:	21	21	**
Part C Stimulus:	30	34	30
Response:	21	22	**
Part D Stimulus:	27	32	30
Response:	21	22	**
Part E Stimulus:	28	32	30
Response:	21	22	**
Exercise Total:	335	361	**

**Only stimulus material was taped for this exercise.

Tapescript for exercise 102011-T,S,A:

Now you will hear some different people tell about the work they do. After you listen to each speaker, write down the name of the job that the speaker has described. The first one is for practice. Listen to the speaker tell about his job, then write down what his job is on the line for the example.

I park automobiles for customers in a lot or storage garage. I put a numbered tag on the automobile before it is parked and give the customer a similar tag to be used later to locate the parked automobile. I either drive the car to a parking space or point out a space where the customer can park it. What is the name of my job?

The speaker was telling about the work of a parking lot attendant. You should have written parking lot attendant or something that means the same thing on the line in your booklet for the example. Five more people tell about their jobs. This is speaker number one.

I measure flour, sugar, shortening and other ingredients according to recipes, and mix and bake them to make breads, fillings, icings and other goods. I put the ingredients into a mixing machine bowl or steam kettle to mix or cook them. roll, cut and shape dough to form rolls, pie crusts, tarts and cookies. I put the dough into pans, molds, or on sheets and bake it in an oven or on a grill. Sometimes I put glaze, icing or other topping on it. What is the name of my job?

A. Write the name of speaker number one's job on the line below.

This is speaker number two.

I set up and operate machine tools and I fit and assemble parts to make or repair metal parts, mechanisms, tools or machines. I have to understand mechanics, shop math and properties of metals. I must be able to read blueprints, sketches or descriptions of the part I am to replace. What is the name of my job?

B. Write the name of speaker number two's job on the line below.

This is speaker number three.

I design buildings and organize the services necessary for their construction. First I consult with my client to find out what his space requirements are and to give him the information he needs about cost, design, building time and so forth. I prepare sketches and sometimes models of the proposed design for my client. What is the name of my job?

C. Write the name of speaker number three's job on the line below.

This is speaker number four.

I receive and pay out money and keep records of bank transactions. When I receive checks and cash that customers want to deposit I verify the amount and make sure the checks have been endorsed. I make entries in depositors' passbooks or else issue receipts. What is the name of my job?

D. Write the name of speaker number four's job on the line below.

This is speaker number five. This is the last speaker.

I use hand tools and special equipment to repair and open locks and to change lock combinations. I take apart padlocks, safe locks and door locks to repair or replace worn parts. I cut new and duplicate keys with a key cutting machine. I can open door locks by moving a lock pick in the cylinder. What is the name of my job?

E. Write the name of speaker number five's job on the line below.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ACCEPTABLE RESPONSES

All ages	Head baker Baker Baker man Pastry baker Pastry cook Chief baker Pizza baker

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages	Cook Chef Works in a cooking place Bakery Recipes Factory worker Baking Cooks

22 = RELATED TO CORRECT JOB

All ages	Bakery attendant Works in a bakery Bread maker Cake maker Cookie maker Pastry man Donut maker Confections cook Bakery man

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ACCEPTABLE RESPONSES

All ages
Machinist
Metal engineer
Metal machinist
General machinist
Journeyman machinist
Precision machinist

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages
Automobile worker
Carpenter
Scientist
Craftsman
TV repairman
Mechanic
Mechanical engineer
Machine operator
Steelworker
Mechanical welder
Architect
Construction boss
Draftsman
Contractor
Blacksmith
Factory worker
Body repairman
Plumber
Factory maintenance

Categories and sample responses are listed below.

22 = RELATED TO CORRECT JOB

All ages	Machine repairman Metal part maker Machine tool operator Lathe operator Tool and die operator Die caster Tool repairman Machine layout man Tool and die maker Tool designer

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ACCEPTABLE RESPONSES

All ages Architect
Architectural contractor
Architectural engineer
Architectural designer

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Engineer
Contractor
Real estate agent
Interior decorator
Clothes designer
Counselor
Accountant
Draftsman
Scientist
A model woman
Manager of a factory
She's a person who gives orders on how to build the building
Secretary for a architect
Carpenter helper
Tax assessor
Lawyer
Builder or decorator of buildings
Building management
Designer

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ACCEPTABLE RESPONSES

All ages Bank teller
Teller
Window operator at a bank
Bank clerk
Cashier
Cashier in bank
General teller

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Counter lady
Secretary
Record keeper
Airline hostess
Check out lady
Bank
Clerk
Salesman
Member of the Mafia
Bank Depositor
Bookkeeper
Checker
Record keeper

22 = RELATED TO CORRECT JOB

All ages Banker
Bank attendant
Bank manager
Works in a bank
Banking secretary
Bank checker
Bank collector
Banker woman

39 = I DON'T KNOW

SCORING GUIDE: PART E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ACCEPTABLE RESPONSES

All ages Locksmith

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Blacksmith
Safe cracker
Thief
Lock opener
Maintenance man
Repair man
Lock picker
Pick lock
Carpenter
Hardware man

22 = RELATED TO CORRECT JOB

All ages Lockman
Lock and key worker
Lock mechanic
Makes keys
Lock changer
Smith lock
Lock maker in a key maker
Locker
Lock repairman
Keyman
Lockmaster
Lock specialist
Keys and lockers specialist

39 = I DON'T KNOW

A. Which one of the following jobs requires heavy lifting, crawling and bending?

● Automobile repairman
○ Salesman
○ Barber
○ Railroad engineer

○ I don't know.

B. Which person below spends the most time sitting on the job?

○ Furniture maker
○ Salesman
○ Forest ranger
● Secretary

○ I don't know.

C. Which person below spends the most time working with numbers?

● Accountant
○ Electrician
○ Architect
○ Salesman

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

D. Which one of the following jobs requires good color vision?

○ English teacher
● Chemist
○ Machinist
○ Lawyer

○ I don't know.

E. Which person below spends the most time working with machines?

● X-ray technician
○ Computer programmer
○ Receptionist
○ Beauty operator

○ I don't know.

F. Which person below spends the most time using hand tools?

● Carpenter
○ Machinist
○ Radio-TV serviceman
○ Architect

○ I don't know.

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO

(Continued)

G. Which person below spends the most time helping people with their personal and family problems?

○ Policeman
○ Teacher
● Social worker
○ Banker

○ I don't know.

H. For which one of the following jobs is good eyesight important?

● Watch repairman
○ Grocery store clerk
○ Janitor
○ Gas station attendant

○ I don't know.

I. On which one of the following jobs is it important to work fast with your fingers?

○ Clothing store salesperson
○ Policeman
● Secretary
○ Janitor

○ I don't know. 67

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R102013

NAEP #: 102013-TSA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:		13	17	Adult
Package-Exercise:		12-03	06-07	01-04
Timing: (in seconds)				
Part A	Stimulus:	12	13	16
	Response:	12	6	**
	I Don't Know	9	8	**
	Total:	33	27	**
Part B	Stimulus:	11	11	14
	Response:	11	8	**
	I Don't Know	5	4	**
	Total:	27	23	**
Part C	Stimulus:	10	10	14
	Response:	11	7	**
	I Don't Know	5	4	**
	Total:	26	21	**
Part D	Stimulus:	9	10	13
	Response:	12	7	**
	I Don't Know	5	4	**
	Total:	26	21	**
Part E	Stimulus:	10	12	15
	Response:	11	7	**
	I Don't Know	5	4	**
	Total:	26	23	**
Part F	Stimulus:	11	12	15
	Response:	12	7	**
	I Don't Know	5	4	**
	Total:	28	23	**
Part G	Stimulus:	11	12	15
	Response:	11	7	**
	I Don't Know	5	4	**
	Total:	27	23	**
Part H	Stimulus:	12	13	16
	Response:	12	7	**
	I Don't Know	5	4	**
	Total:	29	24	**

Part I	Stimulus:	12	14	17
	Response:	12	8	**
	I Don't Know	6	4	**
	Total:	30	26	**
Exercise Total:		252	211	**

**Only stimulus material was taped for this exercise.

A. Which one of the following jobs usually requires the LONGEST period of training?

○ Manicurist
● Plumber
○ Assembly line worker
○ Truck driver

○ I don't know.

B. Which one of the following jobs usually requires the LONGEST period of training?

● Lawyer
○ Computer operator
○ Electronic technician
○ Insurance salesman

○ I don't know.

C. Which one of the following jobs usually requires the LONGEST period of training?

● Registered nurse
○ Practical nurse
○ Hospital orderly
○ X-ray technician

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

D. Which one of the following jobs usually requires the LONGEST period of training?

- ○ Airlines ticket agent
- ● Tool designer
- ○ Model
- ○ Draftsman

- ○ I don't know.

E. Which one of the following jobs usually requires the LONGEST period of training?

- ○ Supermarket checker
- ● Civil engineer
- ○ Surveyor
- ○ Air conditioning mechanic

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R102018

NAEP #: 102018-SA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: 17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:		17	Adult
Package-Exercise:		01-04	02-09
Timing: (in seconds)			
Part A	Stimulus:	13	16
	Response:	9	**
	I Don't Know	10	**
	Total:	32	**
Part B	Stimulus:	14	16
	Response:	9	**
	I Don't Know	5	**
	Total:	28	**
Part C	Stimulus:	14	17
	Response:	9	**
	I Don't Know	4	**
	Total:	27	**
Part D	Stimulus:	12	15
	Response:	9	**
	I Don't Know	5	**
	Total:	26	**
Part E	Stimulus:	14	17
	Response:	9	**
	I Don't Know	7	**
	Total:	30	**
Exercise Total:		143	**

**Only stimulus material was taped for this exercise.

Suppose a person is working on a job and has a chance to be promoted to a better paying job in which he will supervise the work of his fellow employees.

A. Besides the increase in salary, what are three other reasons he might accept the promotion?

(1)____

(2)____

(3)____

B. What are three reasons he might refuse the promotion?

(1)____

(2)____

(3)____

A (1)	A (2)	A (3)	B (1)	B (2)	B (3)
○○ ○○	○○ ○○	○○ ○○	○○ ○○	○○ ○○	○○ ○○

STOP

DO NOT
CONTINUE
UNTIL TOLD
TO DO SO.

Exercise #: R102023

NAEP #: 102023-SA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	17	Adult
Package-Exercise:	02-08	02-17
Timing: (in seconds)		
Introduction:	11	10
Part A Stimulus:	7	8
Response:	107	**
Total:	114	**
Part B Stimulus:	5	5
Response:	110	**
Total:	115	**
Exercise Total:	240	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = WANTS A CHALLENGE, RESPONSIBILITY OR WANTS TO BE MORE USEFUL

Age 17	He gets to put his thinking into the job
	Wants a harder job
	To help other people that was below him
	More experience
	Attain more responsibility
	He will go into a new type work for exploration
	He would require the feeling of being needed
	A sense of responsibility and a feeling of authority
Adults	He might enjoy the new and different challenge the new job offers
	Feeling he can accomplish more in new position
	Like to learn more than one job
	More challenging
	More experience in supervision

111 = PERSONAL SATISFACTION WITH THE NEW JOB AND DUTIES

Age 17	He might like the kind of work better
	To do more of what he wants to
	He will be tired of his old job and ready for a new one
	Might make his job more interesting
	Satisfaction of seeing the job well done
	Wants a change
Adults	Dislikes or is bored with present position
	Different kind of work
	More interesting
	He might like the other job better

Categories and sample responses are listed below.

112 = PRESTIGE, STATUS, BEING THE BOSS, MORE POWER

Age 17	Feeling of succeeding
	Likes being a leader
	Leadership
	More authority
	More prestige
	A chance to be leader (boss) in his job
	More power
	Better position in the company
	Enjoy being in charge
	Most people want to get up in the world
	Ego
	He could tell his employees what to do
Adults	Desires status of supervisor
	He may like the prestige
	For a higher place in society
	He can use the executive washroom
	Recognize leadership qualities
	Power
	Chance to be over others
	Better himself
	Increased status

113 = OPEN OPPORTUNITIES FOR FURTHER ADVANCEMENT

Age 17	Hoping someday he might get a better promotion
	To have a chance at other promotions
	Better opportunity
	And he could go on higher to manager
	You think it will help your future
Adults	Additional opportunity for advancement
	More advancement at a later stage
	Chance to move even higher to something better
	Step to higher things

115 = BETTER WORKING CONDITIONS, FRINGE BENEFITS AND OTHER MECHANICAL ASPECTS

Age 17	Different working hours
	Travel on the job
	More time for lunch
	Not as much hard work
	He might get use of a company car
	He might receive other company benefits
	He might get a bigger or more accommodating office
	A start toward easier job and easier work
Adults	Change in job structure
	Labor might be easier
	Better fringe benefits
	Better hours

Categories and sample responses are listed below.

116 = BETTER LOCATION

Age 17 The job might be closer to his home
A chance to move
He might get transferred to a better city
He might want to change his surroundings
Adults No samples given

117 = FEELS DESERVING OR CAPABLE

Age 17 He feels he has the leadership capabilities
He believes that he deserves the job
Handles leadership well
He would feel he is the best one to take the job
He has worked there a long time and he deserves it
Because he feels he's dependable
He's a better supervisor than the one they had
Adults No samples given

118 = INTERPERSONAL RELATIONS

Age 17 He might like the people he works with better
He might like the man that asked him
He will still work with his fellow employees
Maybe he doesn't like the people where he's working now
Meet new people
Friendlier working conditions
Adults Better personnel
It would be an opportunity to learn to work with others
To get along with people
Likes to work with people

119 = OTHER ACCEPTABLE RESPONSES

Age 17 Family gratification
To get revenge
Adults A "pushy" wife
Security in job

250 = GARBAGE

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 17	He might not have a job at this time Get to do more things Anyone would turn down a promotion (if he likes the job) is crazy To earn it Comparison of other work Count on his famble
Adults	No samples given

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = SALARY

Age 17	For the money He could use more money to buy more things The high cost of living He might need the money to support his family
Adults	No samples given

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = TOO MUCH RESPONSIBILITY, FEELS MORE USEFUL IN PRESENT JOB

Age 17 Harder work
Doesn't want added responsibility
He doesn't want to feel higher than his fellow employee
He might not like being "over" anyone else
He does not want to be head of anything be he feels he might do the wrong thing and his employees might get mad at him
Too much responsibility
The work was too hard
Because he would not want to tell the people to do things
Because he would have a big job to handle
He didn't want the blame for something that was done
He might not want to be a boss over someone
Wants to remain equal
He might not like the burden of supervising people
Can do present job very well and feels he is a better asset staying
Too much strain

Adults Too much strain - pressure added with a higher position
He may like the security of having less responsibility
Does not desire to supervise fellow employees
Does not desire additional responsibility

111 = DOESN'T LIKE THE NEW JOB

Age 17 Satisfied with present job
He may not like the job of supervising
He might not want to do that kind of work
Like where his at
He might not be happy at the job

Adults Might not like the new job
Might like the work he is doing now
Loves present position
Less interesting

Categories and sample responses are listed below.

115 = WOULD NOT LIKE WORKING CONDITIONS OR MECHANICAL ASPECTS OF NEW JOB

Age 17	Longer working hours
	Unable to accept more travel
	He may have to travel too much
	Likes the hour
	A decrease in salary
	Have to stay an hour more on the job
	Less time for lunch
	He may not need the money
	Leaving accustomed conditions
	Not enough raise
	Job would require too much time
Adults	Being away from home a lot
	Not enough compensation for the new responsibility
	Hours of work or the shift might not be desirable

116 = WOULD NOT WANT TO MOVE TO A NEW LOCATION

Age 17	Might have to move to another town
	Might be too far from his home
	It's possible this promotion could transfer him to another where he doesn't want to go
	Doesn't want to move
	He might get transferred to a bad city
Adults	May have to move
	He might have to relocate
	Possible transfers

117 = DOES NOT FEEL DESERVING OR CAPABLE

Age 17	Unsure about succeeding as a leader
	Doesn't think he can cope
	Inability to accept authority
	Doesn't know the work good enough
	Someone else could do it better
	He is afraid to go into a new type work
	Maybe he doesn't think he is capable of supervising fellow employees
	He might think he can't handle the job
	He could be fired by telling some the wrong thing
Adults	Fear of the unknown
	Feeling incompetence
	Thinks he can't get along with other people
	Doesn't feel he has ability for job

Categories and sample responses are listed below.

118 = INTERPERSONAL RELATIONS

Age 17	He might be accepting the job of a tyrant in regard of him working under him
	Like people he is working with
	Too friendly with the other employees to be a good supervisor
	People might dislike him when he is promoted
	Didn't like the people that he worked with
	Don't want to work away from his friends
	His friends might dislike him or be jealous
	He does not look forward to working with the other supervisors
Adults	Takes too much "heat" from fellow workers
	Personnel hard to work with
	He may like his old friends
	It may separate him from his friends

119 = OTHER ACCEPTABLE RESPONSES

Age 17	Wouldn't feel right telling the others what to do
	No one else wanted the job
	His wife might not want him to take the job
Adults	Look better on his record that he will accept a move
	Peter principal awareness
	He plans on leaving the company

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

Age 17	Discrimination
	Leadership
	He's crazy
	One of the other workers might get the job instead of him then he'll be jealous
	Less taxes
	He's stupid
Adults	Is afraid

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

399 = I DON'T KNOW

Comments:

____

____

____

A. What does a mailman do on the job?

○ I don't know.

○ No response

(1)____

(2)____

(3)____

B. What does a store clerk do on the job?

○ I don't know.

○ No response

(1)____

(2)____

(3)____

				A						B		
	(1)		(2)		(3)		(1)		(2)		(3)	
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4		4		4		4		4		4		4
5		5		5		5		5		5		5
6		6		6		6		6		6		6
7		7		7		7		7		7		7
8		8		8		8		8		8		8
9		9		9		9		9		9		9

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(Continued)

C. What does a policeman do on the job?

○ I don't know.

○ No response

(1) ______________________________

(2) ______________________________

(3) ______________________________

D. What does a teacher do on the job?

○ I don't know.

○ No response

(1) ______________________________

(2) ______________________________

(3) ______________________________

C (1)	C (2)	C (3)	D (1)	D (2)	D (3)
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

Exercise #: R102033

NAEP #: 102033-N

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap: 9
Package-Exercise: 11-04

Timing: (in seconds) *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

0 = SORTS MAIL FOR DELIVERY

Sorts it
When he is out on the street he puts all of the papers that go to one house together and then they drop them off at the mail box
Sorts the letters

1 = DELIVERS MAIL, PACKAGES (TAKES PRECEDENCE)

Delivers mail, delivers mail and packages
He takes mail to people in packages
Puts mail in slots
Brings your mail
Gives out mail
Carries mail to people
Delivers special packages
See that the mail is in the right place
Delivers the letters to houses
Make sure all the stuff for one place goes there

2 = PICKS UP MAIL FROM HOUSES, MAIL DEPOSIT BOXES AND TAKES IT TO THE POST OFFICE

He takes mail that you have in your mailbox and gives it to other people
Picks up the mail
If your flag is up he knows you have mail
He get the mail out of mail boxes
Mails mail

3 = PICKS UP MAIL FROM THE POST OFFICE

Stop at the post office to get the mail
Picks up mail at the Post Office

= COMPLETES DELIVERY FORMS, COLLECTS DELIVERY CHARGES, OBTAINS SIGNATURES ON RECEIPT

Brings stuff for people to sign
Sometime he puts notes on your door

Categories and sample responses are listed below.

15 = OTHER ROUTINE ACTIVITIES/WORK CONDITIONS

He walks a long ways
Carries a bag that has mail in it
Hauls letters
Walk to people's houses
Carries something on his back
Walk down the streets or use mail trucks
He comes around in a truck
He goes back and forth to the Post Office
Works at the Post Office

16 = OTHER ACCEPTABLE RESPONSES

Sometimes he checks to see if everything is alright with the mail
Puts stamps on
Make sure the address is at the right place

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Gets bitten
Kicks dogs away
Tries to work hard
Tries to to the job well
Tries to do things so he gets it well
Gets stuck once in awhile

22 = JOBS DONE BY OTHER POSTAL EMPLOYEES

He tells you how many stamps you need for a big box
Brings mail to the post office from other cities
Puts the date that they left the post office

23 = VISITS WITH PEOPLE ON HIS ROUTE

Be nice to the people he meets
Stop at people's houses and talk to them
Can be a friend
Talks to people
Visits

24 = NOTHING

25 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

Categories and sample responses are listed below.

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = SELLS MERCHANDISE

Sells food
Sells things
Sells the stuff that's in the store

11 = HELPS; WAITS ON; ANSWERS QUESTIONS FOR CUSTOMERS

They bring food to you if you ask them to.
Goes around with customers to select something
Goes to the back of the store and gets food for people
When I got my .410 the store clerk helped me pick it out
If it is a little shop, he will lay out the groceries
To help a person when they come in
Measures your feet
He asks if you want it gift wrapped

12 = ADDS UP COST OF MERCHANDISE, WRITES AND/OR GIVES SALES TICKETS, COLLECTS MONEY, GIVES CHANGE, OPERATES CASH REGISTER, HANDLES MONEY

He puts away the money he gets from people.
Tell prices
Takes the cash
Tells how much the groceries are
Rings up your bill
Gives you a receipt
Give them the exact change back
Makes sure people pay the right amount
Count money in morning
Put money in safe after day
Make sure cash register is OK and working

13 = PUTS MERCHANDISE IN BAGS; CARRIES BAG TO YOUR CAR

Puts your food in a box
Packs what you buy
Takes their groceries out and puts it in their cars
Help you put packages in the car

Categories and sample responses are listed below.

14 = STRAIGHTENS AND PRICES THE INVENTORY, STOCKS SHELVES, ETC.

He gets can goods and puts them on a shelf
He marks stuff
Puts the prices on meat
Makes sure things are in the right places

15 = BUILDING MAINTENANCE

Sweeps the floor
Mopping up floor if someone spills
Opens and closes the store
Shut off lights at night
Help keep the store clean

16 = OTHER ROUTINE ACTIVITIES/WORK CONDITIONS

Opens the store
Stands up all day

17 = OTHER ACCEPTABLE RESPONSES

Sometimes they walk around and see that people don't take anything
Gives out stamps
Set the alarm in case someone breaks in
He's real friendly

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Sometimes he gets mad when people steal
Goes to work
Stands behind the thing
They get paid
Tries to do it well
Works in a store

22 = SERVICES PERFORMED BY OTHER STORE EMPLOYEES

Order food
Makes sure that the help are nice to the people
Sometimes they deliver stuff
He buys clothes so he can sell them
Tells the people to clean the store

Categories and sample responses are listed below.

23 = GIVES THINGS AWAY

Gives things away

24 = NOTHING

25 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = PATROLS, GUARDS, INVESTIGATES CRIME, ARRESTS SUSPECTS

He puts robbers in jail sometimes
Makes sure that nobody steals
He puts people in prison when they are no good
Arrests people
Checks the neighborhood
Go to a liquor store robbery
He sees that everything is safe
Make sure stores and things are locked
Stops burglaries
They guard places
He makes sure a strangler doesn't do it to more people
Tries to stop law breakers

11 = TRAFFIC CONTROL AND ACCIDENT INVESTIGATION

When people are speeding he gives them a ticket
He might help traffic a little
I think if they are drunk he takes their license away
Sometime when people are hurt he calls an ambulance
Direct traffic, like in London
Stop cars
Gives tickets and things

12 = INVESTIGATES DISTURBANCES, MISDEMEANORS

Well, when somebody gets in a wreck, he settles the fight
Quiet down noisy neighbors
He catches people who are drunk

13 = RENDERS ASSISTANCE (SPECIFIC)

He helps old people across the streets
Helps people when they get rolled
Take you home if you're lost
Tells directions to people
Makes sure lost children get home

Categories and sample responses are listed below.

14 = HELPS OR PROTECTS PEOPLE (GENERAL)

He protects people
Keeps people safe
Makes sure nobody gets hurt
Helps people
Help people in trouble

15 = OTHER ROUTINE ACTIVITIES/WORK CONDITIONS

They stand on duty
Drives a motorcycle
He drives around and watches people
Jots down what the sergeant tells him
Sometimes he sits in the office
He has to know the places in his community
He has to be able to defend himself

16 = CROWD CONTROL

Keeps people away from fires

17 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Stops people
Gets money
Works at the police station

22 = ACTIVITIES OF SOME OTHER PART OF LAW ENFORCEMENT COMMUNITY

See if kids are in school
Look for lost dogs

23 = MAKES FRIENDS, VISITS PEOPLE (POSITIVE THINGS)

24 = NOTHING

25 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = INSTRUCTION, TEACHING

Teaches you how to do things
Teaches parents and children
Takes you on field trips
She teaches math and all that
If she is a gym teacher, she will help you learn things
Reads stories to kids
Help you spell
Helps children learn
She gives us music and dancing

11 = GIVES ASSIGNMENTS, WORK SHEETS, WORK, ETC.

She gives you work to do
Gives a lot of homework
Tells you what your work is
Gives you assignments
Tells us to copy down something

12 = PREPARATION

Thinks up new projects for tomorrow
Writes out dittos
She organizes the projects
Makes up games that you play
Have things set up and ready

13 = GRADING, TESTING, EVALUATION, ETC.

She corrects the work that you've done
Reads your compositions
She makes sure you get your work right
They correct papers and tests

14 = COUNSELS, GIVES ATTENTION, TUTORS, ETC.

Helps you when you have a problem
She helps you when you get hurt
She helps you with hard work
When you don't know a word she tells you
Gives attention

Categories and sample responses are listed below.

15 = DISCIPLINE, KEEPS ORDER, ETC.

Sometimes she whips you when you act up
Yells at the kids
If we are bad or screaming she'll give us more homework
Keeps you from fighting
Don't let children goof off in school
They keep classroom in proper order

16 = EXTRA-CURRICULAR DUTIES

Go to meetings
She has teachers meetings after school
They have PTA meetings, so they can give children more stuff to do

17 = USE OF MEDIA

She gets films and lets us see them
Writes our assignments on the chalkboard
She shows films sometimes

18 = ROUTINE AND ADMINISTRATIVE DUTIES/WORK CONDITIONS

She fixes chalk boards
She tells us when it's lunch and recess
Brings you out to play
Playground duty
She watches you on the playground
Help on playground
Locks up school at end of day

19 = OTHER ACCEPTABLE RESPONSES

She goes to different countries like a Peace Corps teacher
She has dinner with the teachers
She reads books sometimes
Plays the piano

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Switch classes
Helps people
Math
Works

Categories and sample responses are listed below.

22 = SERVICES PERFORMED BY OTHER MEMBERS OF SCHOOL STAFF

23 = LEARN

24 = NOTHING

25 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

A. Which person usually earns the most money?

● Plumber
○ Tailor
○ Bus driver
○ Watchman

○ I don't know.

B. Which person usually earns the most money?

○ Elementary school teacher
○ Postal clerk
○ Nurse
● Chemist

○ I don't know.

C. Which person usually earns the most money?

● Electrical engineer
○ Draftsman
○ Computer programmer
○ Technical writer

○ I don't know.

2-102036-2.3.4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SC

(Continued)

D. Which person usually earns the most money?

- ● Secretary
- ○ Telephone operator
- ○ Nurses' aide
- ○ Store clerk

- ○ I don't know.

E. Which person usually earns the most money?

- ○ Dentist
- ○ Druggist
- ○ X-ray technician
- ● Physician

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SC

Exercise #: R102036

NAEP #: 102036-TSA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: B. Know the characteristics and requirements of different careers and occupations

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:		13	17	Adult
Package-Exercise:		07-06	12-06	02-24
Timing: (in seconds)				
Part A	Stimulus:	9	10	13
	Response:	6	6	**
	I Don't Know	8	10	**
	Total:	23	26	**
Part B	Stimulus:	10	11	13
	Response:	6	7	**
	I Don't Know	4	4	**
	Total:	20	22	**
Part C	Stimulus:	11	12	14
	Response:	6	7	**
	I Don't Know	4	4	**
	Total:	21	23	**
Part D	Stimulus:	10	10	13
	Response:	6	7	**
	I Don't Know	4	4	**
	Total:	20	21	**
Part E	Stimulus:	10	11	13
	Response:	7	7	**
	I Don't Know	6	6	**
	Total:	23	24	**
Exercise Total:		107	116	**

**Only stimulus material was taped for this exercise.

Comments:

A. Are you interested in a hobby, sport, game, or activity that might be useful for a job?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

B. What ONE hobby, sport, game, or activity are you interested in that might be useful for a job?

○ None (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

(Continued)

C. For what job might this be useful?

○ None (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

D. How would an interest in (insert response from B) be useful to a (insert response from C) ?

○ I don't know.

○ No response

C		D	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
	4		4
	5		5
	6		6
	7		7
	8		8
	9		9

Exercise #: R103002

NAEP #: 103002-TS

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: C. Relate own personal characteristics to occupational requirements

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap:	13	17
Package-Exercise:	15-05	17-07
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

All ages Play chess

102 = GROUP SPORTS

All ages Football
Basketball
Hockey
Baseball
Volleyball
Tennis

103 = INDIVIDUAL SPORTS

All ages Gymnastics
Horseback riding
Waterskiing
Fishing
Modern dance
Swimming
Skiing
Track
Hunting
Golf
Scuba-diving

104 = MUSICAL OR ARTISTIC ABILITIES

All ages Playing drums
Music
Art
Piano
Band
Playing a trombone
Guitar
Ballet

Categories and sample responses are listed below.

105 = HOBBIES AND CRAFTS

All ages Models, building of models
Crochet
I like to put things together, mechanics
Decoupage
Photography
Fixing guns
Working on cars
I collect tropical fish
Coin collecting

106 = SCHOOL OR ACADEMIC AREAS

All ages Reading
Science
Chemistry

107 = HOUSEHOLD SKILLS

All ages Sewing

108 = NAMES A GROUP

All ages Girl Scouts
FFA

109 = OTHER ACCEPTABLE RESPONSES

All ages Manicurist
Typing
Keeping care of horses
Training horses
Driver's ed
Refrigeration
Radio communications

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

All ages Phys ed

252 = NONE

399 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = PROFESSIONAL DOING THE SAME THING AS THE HOBBY, ETC.

All ages
Professional football (good pay)
Racing
Jockey
You could make things and sell it
Garden shows
Professional musician
Professional basketball
Professional skiing
Hockey player
Zoologist
Metalurgy
Pro baseball
Playing at clubs
Playing in a band
Gunsmith

11 = TEACHER IN ACTIVITY LISTED IN B

All ages
Teaching in elementary grades, in Junior High
Coach
An instructor
Being a gym teacher
Trainer's job
Teaching horseback riding
Teaching music

Categories and sample responses are listed below.

12 = DIRECT RELATIONSHIP OR CLOSE INDIRECT RELATIONSHIP

All ages Legal secretary
Beauty operator
Carpenter
Motorcycle racing
Doing service work on cars
Outdoor sports editor
Maybe modeling
Go into your own business, a store to sell that type of stuff
Recording records
Lifeguard
Grooming and stabling horses
Horse racing
For working in a zoo and being animal doctor, you should know
Riding, horse trainer
Governmental hunter
Oceanography
Interior designing
Painting, interior decorating
Doctor

14 = OTHER ACCEPTABLE RESPONSES

All ages Social work

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Olympics
Something like at school or gym
Getting sponsored by a motorcycle shop to race

22 = NONE

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = KNOWLEDGE OF OR EXPERIENCE IN FIELD

All ages
Read faster and swifter
You can learn how to put things together
You can learn how to ride better
If something happened to your car you would be able to fix it and not take it to a service station
You have to know how to swim to save someone
If you have a shop, you can give people tips on the best equipment for them, you could start a ski school
You have to know the properties of metals
You have to know how to use a gun and shoot the oversupply animals with a dart gun to immobilize them and move them
Learning all the designs, styles, etc

11 = TEST OF INTEREST IN THE FIELD

12 = TELLS OF HOW AN INTEREST IN THE JOB CAN HELP IN THE JOB

All ages
I like keeping care of horse, so I'd like my job
You have to have an interest in the sport. You have to like what you're doing
Don't get bored listening to it
Easier to enjoy your work
If you enjoy doing it, you will do a better job

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE RESPONSES

All ages Competition, travel, pleasure
When you get older, you can get a sponsor and race motorcycles for money
You could get a job in a school
See the way the team plays
Typing something for the boss, if you can type good
In Florida a show on the water
You can make that stuff they sell for a high price
It would give you an incentive to take up that profession
Because you have to run in the Olympics in some games
It's nothing to be useful
Just winning money and exercise mostly
To get people in shape
To show other children what they had learned
Give you ideas on what to do
Help fix guns
If you have enough training the pay is good

39 = I DON'T KNOW

Suppose you were looking for a job.

A. What two skills or abilities do you HAVE that would help you select the job?

(1) ______________________________

____

(2) ______________________________

____

B. What two skills or abilities do you LACK that you would want to consider in selecting the job?

(1) ______________________________

____

(2) ______________________________

____

	A		B	
	(1)	(2)	(1)	(2)
○	○○○	○○○	○○○	○○○
○	○○○	○○○	○○○	○○○
○	○○○	○○○	○○○	○○○
○	○○○	○○○	○○○	○○○
○	○○	○○	○○	○○
○	○○	○○	○○	○○
○	○○	○○	○○	○○
○	○○	○○	○○	○○
○	○○	○○	○○	○○
○	○○	○○	○○	○○

STOP

DO NOT
CONTINUE
UNTIL TOLD
TO DO SO.

Exercise #: R103003

NAEP #: 103003-A

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: C. Relate own personal characteristics to occupational requirements

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Non-Interview
Stimulus Type: Tape/Text

	Adult
Overlap:	
Package-Exercise:	02-02
Timing: (in seconds)	
Introduction:	2
Part A Stimulus:	6
Response:	**
Total:	**
Part B Stimulus:	7
Response:	**
Total:	**
Exercise Total:	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = PROFESSIONAL OR TECHNICAL SKILLS (NON MEDICAL)

Training with elementary age children
Teaching experience
Radio announcing
Library science
Computer programming
Experience in analyst/prog. of automated systems
B.S. degree in industrial design
Experience in the field of design
Education courses (teacher's certificate)

111 = ART OR MUSIC SKILLS

Art training
Art ability
Experience in the field of photography
I have a certain amount of musical ability

112 = HEALTH SERVICE SKILLS

Training in nursing
Doctor

113 = MANAGERIAL OR SUPERVISORY SKILLS

Ability to supervise
Leadership ability
Supervisory experience
Managing

114 = CLERICAL OR OFFICE SKILLS

Typing
Clerical abilities
Filing
Shorthand
Experience working in an office
Bookkeeping
TWX experience
Dictaphone experience

Categories and sample responses are listed below.

115 = BUSINESS, FINANCE, AND SALES SKILLS OR KNOWLEDGE

Knowledge of finance business
Sales experience
On the job accounting experience
Formal education in accounting
Financial management

116 = MANUAL, MECHANICAL, AND CRAFTSMAN SKILLS

Experience as auto mechanic
Mechanical ability and aptitude
Carpentry
Cement mason

117 = LABOR OR OPERATIVE SKILLS

Welding, I do arc welding
Fork lift driver

118 = SERVICE SKILLS

Ability to bake or cook (noncommerical)
Police training
Housework
Waitress experience
Child care

119 = HANDICRAFT SKILLS

Good in arts like ceramics; knitting

120 = OTHER SKILLS

Military training

121 = INTERPERSONAL RELATIONS

Taking care of children
Get along well with people
Liking people
Outgoing personality

Categories and sample responses are listed below.

122 = MENTAL OR INTELLECTUAL ABILITIES (LEARN FAST OR EASILY)

Willing to learn
Creative ability
Ability to understand abstract concepts
Decision making
I think logically

123 = PERSONAL QUALITIES

Ability to adapt to situations and to learn
Outgoing
Personality
Knowing my own limitation

124 = PHYSICAL ABILITIES AND ATTRIBUTES

Personal appearance
Manual dexterity required to handle equipment and work on patients

125 = SCHOOL OR ACADEMIC AREAS

Read, write
Usually do well working with numbers
Read
Speak Spanish and English
Math

126 = OTHER GENERAL SKILLS

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

Knowledge of what kind of work I want to do
Health
Knowing what type of job I want

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 253)

Categories and sample responses are listed below.

254 = NONE

255 = ALL

256 = EDUCATION OR EXPERIENCE (GENERAL)

College education
Correct education
Many years experience
Past job training
I am trained, qualified

257 = AGE (YOUNG OR OLD)

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = PROFESSIONAL OR TECHNICAL SKILLS (NON MEDICAL)

Computer experience
I have only student taught - I have never been hired as a public school teacher
Draftsman education
Architect education
More higher education, probably engineering

111 = ART OR MUSIC SKILLS

Lack ability in fine arts - painting, music, etc.
Formal training in photographic theory and darkroom technique
Can't draw

112 = HEALTH SERVICE SKILLS

Refresher course on first aid
Ability to administer drugs

113 = MANAGERIAL OR SUPERVISORY SKILLS

Top level management training
Supervisor capacities
Don't have the skill to be boss

114 = CLERICAL OR OFFICE SKILLS

Dictaphone experience
Better bookkeeping experience
Better shorthand
Office machine training
Rusty on typing
Typing - slow

115 = BUSINESS, FINANCE, AND SALES SKILLS OR KNOWLEDGE

Lack of accounting ability
Lack of financial backing
Business acumen

Categories and sample responses are listed below.

116 = MANUAL, MECHANICAL, AND CRAFTSMAN SKILLS

Agricultural knowledge
Not machine minded
Baking
Tailor

117 = LABOR OR OPERATIVE SKILLS

I don't have the skill to run machines
Not knowing all types of welding

118 = SERVICE SKILLS

119 = HANDICRAFT SKILLS

120 = OTHER SKILLS

121 = INTERPERSONAL RELATIONS

Impatience for incompetence of others
Ability to feel comfortable around strangers
Don't like to force men to do something
Ability to deal with public; don't like crowds
Not forceful or demanding on others

122 = MENTAL OR INTELLECTUAL ABILITIES (LEARN FAST OR EASILY)

Inability to make decisions
Ability to take orders

123 = PERSONAL QUALITIES

Tension
Dislike for extreme detail
Patience for incompetence

124 = PHYSICAL ABILITIES AND ATTRIBUTES

I have only 1 arm which would somewhat hinder my functions
Lack perfect hearing and eyesight
Unable to take being on my feet for any length of time
Tallness
Not working in one spot or room all the time
Physical strength

Categories and sample responses are listed below.

125 = SCHOOL OR ACADEMIC AREAS

- Poor speller
- Scientific knowledge
- Ability to express myself on paper
- I do not have a good background in English so I wouldn't take a job where I had to write
- Math and Science

126 = OTHER GENERAL SKILLS

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

- Can't I do this type of work for a long period of time
- Is this really the job for me
- No plans to look
- Lack of freedom of choice in some jobs

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B -- MUST CODE BOTH A AND B 253)

254 = NONE

255 = ALL

256 = EDUCATION OR EXPERIENCE (GENERAL)

- Not enough education
- Experience
- College degree
- Complete college education
- High school diploma
- Little vocational training
- 2 years of college, no degree

257 = AGE (YOUNG OR OLD)

- Age - somewhat young

399 = I DON'T KNOW

Comments:

____

____

____

A. Is there ONE subject you have taken in school that taught you something that might be useful for a job?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

B. What subject was it?

○ None (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

____

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○	○	○	○
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2-104003-2.3

(Continued)

C. For what job might this be useful?

○ I don't know.

○ No response

○ ○
○ ○
○ ○
○ ○
○ ○
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Exercise #: R104003

NAEP #: 104003-TS

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: D. Plan for career development or change

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap:	13	17
Package-Exercise:	15-04	17-06
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = MATH

Age 13	Algebra
	Math
Age 17	Trigonometry
	Algebra I

102 = SCIENCE

Age 13	Science
Age 17	Chemistry
	Biology
	Aviation Science

103 = ENGLISH

Age 13	English
	Reading
	Spelling
	Literature
Age 17	English

104 = ART, MUSIC, DRAMA, SPEECH

Age 13	Art
Age 17	Speech
	Photography
	Keyboard piano
	Drama
	Design and commercial art

105 = SOCIAL SCIENCE

Age 13	Geography
	History
	Social Studies
	Economics
	Sociology
	Psychology
	Civics
Age 17	No samples given

106 = PHYSICAL EDUCATION, HEALTH EDUCATION

Categories and sample responses are listed below.

107 = FOREIGN LANGUAGES

All ages	Spanish

108 = INDUSTRIAL ARTS

Age 13	World of Construction
	Industrial arts
	Metal shop
	Woodworking
	Plastic shop
Age 17	Shop (metal)
	Welding

109 = BUSINESS EDUCATION

Age 13	Business Principles
	Typing
	Stenography
	Business math
	Business machines
	Keypunch
Age 17	Typing
	General business
	Short hand
	Bookkeeping
	Accounting

110 = HOME ECONOMICS

Age 13	Home Economist
Age 17	Cooking class
	Home Ec

111 = VOCATIONAL EDUCATION

Age 13	Carpentry
	Auto mechanics
	Mechanical drawing
	Sales
	Food service
	Agriculture
	Work study
	Distributive education
Age 17	Refrigeration
	Automotives
	Agriculture

Categories and sample responses are listed below.

115 = OTHER ACCEPTABLE RESPONSES

Age 13 Language
Computer programming
Age 17 No samples given

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

252 = NONE

399 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = PROFESSIONAL IN FIELD LISTED IN B

Age 13 Science - Geologist
Science - Oceanographer
Science - Scientist
Science - Biologist
Science - Metalurgist
Age 17 Speech - Helpful in Speech Therapy
Photography - Photographer
Typing - Typist
Auto mechanics - Mechanic
Accounting - Accounting
Design and commercial art - Commercial artist or layout designer
Sewing - Tailoring or manufacturing

11 = TEACHER IN SUBJECT LISTED IN B

Age 13 Math - Math teacher
Science - Teachers
Music - Music teacher
Gym - Coach
Age 17 Football - Coach
Art - Teacher
English - Teaching
Bookkeeping, Accounting - Teacher
Math - Teacher

Categories and sample responses are listed below.

12 = DIRECT RELATIONSHIP IN THE FIELD

Age 13 Math - Accounting, secretary, working in a department store
Math - Engineering
Drafting - Architecture
Math - Computer programmer
Woodworking - Lumber yard or furniture maker, or carpenter
Typing - Secretary
Art - I could be a designer or artist
Math - Banking
Business Principles - Things that have to do with invoices and selling things
Metal shop - Blacksmith
Spelling - Secretary
Metal shop - Farm mechanic, welder, machinist
Industrial arts - Carpenter
Home economist - Designing and making clothes
Social Studies - Politician, historian
Science - Dealing with oil or oceanography

Age 17 Typing - Secretarial work
General Business - Accounting
Chemistry - Nursing
Language - Air line stewardess
Refrigeration - T & I Trade Industries
Short hand - Secretary work
Biology - Nurse
Math - Filling out income tax
Bookkeeping - Secretarial
Algebra I - Drafting probably
Bookkeeping - Accountant in a business
Chemistry - Pharmacy
Science - Electrical engineering
English - Writing field (author)

Categories and sample responses are listed below.

13 = INDIRECT RELATIONSHIP TO FIELD LISTED IN B

Age 13 Math - Stockbroker
Algebra - If I was a secretary and needed to work something out
Math - Construction work
Math - Grocery stores and stuff like that
Math - Being a pilot
History - Legal secretary
Math - Carpenter
English - Working in a grocery store
English - Lawyer
Math - Cashier
History - Lawyer
Math - Real estate broker
Age 17 English - Anybody working with public like a cashier
Bookkeeping - Clerical work
Math - Veterinarian
English - Lawyer
General Business - Accounting
Math - Architecture
Science - Forest Ranger
Business machines - Working in a bank
Math - Flying

14 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES - NO CLOSE RELATIONSHIP ORDINARILY, OR VAGUE

Age 13 Math - Any job
Math - About anything
Geography - To find out about people all over the world
Social Studies - Teaches you to get along with others
Age 17 Algebra I - You always need math
English - Cooking
English - Everything
Keyboard (Piano) - Music field
Sociology - Any, in my opinion because any job you deal with people

39 = I DON'T KNOW

On this and the following page list ten different things that a person should think about in choosing a job or career.

(1) ____

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(2) ____

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(3) ____

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(4) ____

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(5) ____

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PLEASE CONTINUE ON THE NEXT PAGE

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3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4		4	4		4	4		4	4		4	4		4	4
5		5	5		5	5		5	5		5	5		5	5
6		6	6		6	6		6	6		6	6		6	6
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STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

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4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9

Exercise #: R104009

NAEP #: 104009-TSA

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: D. Plan for career development or change

Exercise Type:		Longer answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	09-07	07-08	01-10
Timing: (in seconds)			
Stimulus:	11	12	8
Response:	184	241	**
Exercise Total:	195	253	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = RESPONSIBILITY, CHALLENGE, USEFULNESS, SELF-IMPROVEMENT

Age 13 How he can help in a certain field
He should know how hard the work would be
If when he retires he can say he contributed some knowledge or skill
See if the work is easy
Think if it's too hard or easy
If the job can help people in any way
Age 17 Will it help other people
A job that could be increasing your knowledge of the job
Something without pressure
What benefit to others is it
They should know if the job is easy
How hard is the work?
Is it an intellectual challenge
Adults Does the job make use of your natural talents and abilities
Will you continue to learn while in the job

111 = PERSONAL SATISFACTION, INTEREST, DESIRES OR GOALS

Age 13 What kind of work he likes
How well you like the job
What he likes to do best
What he will get satisfaction from
What he would enjoy doing
He should make sure he will find the particular career rewarding
Anybody should think about if he wants to be one or not
Do you like the kind of work you want to do
What kind of work you're interested in
Age 17 What he is interested in
If a person enjoys the job
What do you like. You should have an interest in what you're doing in later life
Is this what he wants to do in the future?
Is he going to stay with the job long
His or her happiness
His or her preference
Is it what you want to do
Adults "One's interests"
The satisfaction one will receive in doing the job well
Choose something you like
Will he actually like the job being sought
It should be a job that you are interested in
Is the area of interest to you
Enjoyment of job

Categories and sample responses are listed below.

112 = PRESTIGE, STATUS, OPPORTUNITY FOR ADVANCEMENT, RESPECTABILITY

Age 13 Will I ever be moved up from the position I'm in
If it will give him experience so he can get a different job
What he can do for himself with a particular job
The future he is going to have if he works there
When he will be able to get a raise or promotion or both
Other people's opinion
Age 17 Is there room to move up
Is the job or career one that you think you can make it to the top
Future if any in the field, chances for advancement
What other fields of work it could lead to
Whether or not the company is growing
Chance for improvement
Is there any room for bettering yourself
Adults Advancement potential
The prospect of promotion in jobs
How fast can he expect advancement
Naturally, is their a chance for advancement after so many years.
Can you better yourself later.
Is there room for advancement

113 = AVAILABILITY (PRESENT AND FUTURE) OF THE JOB

Age 13 Find out if there is any competition
It should be something that offers a future
Are there enough jobs of that kind
How long will it last
How long does he think he'll stay there
Age 17 How many openings are there in that particular field
Future
Security
If they're needed to do this type of job
Is the job stable
Any chance of getting laid off
Adults Regular work
Stability
Stability of the company
Possible length of job before automation
Will there continue to be a need for individuals trained in the area of interest
Whether there is job security

Categories and sample responses are listed below.

114 = DUTIES

Age 13	Find out a little about what they do
	Type of work
	What kind of job
	What do you do
	Do I have to boss people
	What you have to work on
	What work you have to do
	He should know just how much work he will have to do
	He should know exactly what his function would be when working
Age 17	The things you will be doing
	What kind of work he wants to do
	They should know what kind of work they are going to do
Adults	All that job entails
	Type of work he'll be doing
	Type of job

Categories and sample responses are listed below.

115 = WORKING CONDITIONS, MECHANICAL ASPECTS OF JOB

Age 13 Money
How much they pay an hour
How many days he has to work
How many days he gets off
Which holidays he gets
When will they start their job
What time will they go in
What time will they get off
How much money the job will pay
If he gets paid for holidays
If he gets paid for vacation
The way you're going to get to work
How much it is going to take for gas
If you can get what shift you want
How much money you need to make a living
How many hours you want to work each day
How many hours he has to work
Will I be home often
Will I have to work over time
Is it near you
Is it dangerous
Will it pay for hospital payments - insurance
Will it pay for benefits
Will it buy gas to get there
How often do you get paid

Age 17 How much money does he want to get paid
The hours you work
How much money an hour
Your benefits
Lunch break
Location, he might have to move
What hours he's working, it might affect his family
Working conditions
How much of his time does he want to give to doing a job
Time for breaks

Adults Potential salary
Working conditions
Fringe benefits
Location
The amount of time required in a job
Full time work
Insurance
Working conditions, such as in a plant in bad acid fumes
Type of equipment for his use
The financial aspect of this career would it be a good living, dollar-wise?
Does it offer activities or programs for other members of his family

Categories and sample responses are listed below.

116 = JOB QUALIFICATIONS (TRAINING, EXPERIENCE, EDUCATION)

Age 13	If they will pass the test
	Do you need training
	Do you have to have a diploma
	How long he has been in school
	He should know how difficult the job is so he will have the skills he should have
	If they have to go to colloge
	If he has enough education to go into the field
	What he/she has been trained to do
	Previous jobs
	He should know what he is required to know
Age 17	If he has the training for the job
	How much schooling he or she has had
	How much training will he need
	Training that you have had for the job
	How much education you'd need and if you could cope with it
	Your requirements
Adults	The amount of schooling required
	Schooling necessary
	Can he meet the educational requirements
	Is the job consistent with your training and experience
	Opportunity for education for job

117 = PERSONAL ABILITIES OR CONSTRAINTS (INTELLIGENCE, PERSONALITY, PHYSICAL ABILITIES)

Age 13	His health
	Whether or not he can do the job
	How well you can do what you want to do
	If it is hard work and tires easily doing it
	Will he or she do this job well?
	If they think they can do it
	Be able to work hard
	What job you are best suited for
	What his particular talent or aptitude is
Age 17	Can they stick with it or not
	If you are smart enough
	Is it too much for you to do (takes all your time to do good job)
	What can you do well, you should pick a job that isn't too difficult nor too easy
	One's capability to do the work
	Does he like to work
	If he thinks he can do the job
	Does he really have the time to put forth the effort
Adults	One's talents
	Choose something you're good at
	Should be considered whether the person has the ability to stay with the career
	If you can stand the type of labor - physical and mental
	Does the person have the mental capability
	Whether he will or won't be able to handle the job

Categories and sample responses are listed below.

118 = INTERPERSONAL RELATIONS

Age 13	How well you like the people
	Will he or she get along good with other workers?
	Who they will be working with
	How do I act in front of other people
	What your boss man is like
	What the people are like
	The management
Age 17	How will he get along with the boss and other employees
	Who you work with
	Someplace where they treat you good
	Is it an opportunity to meet people you enjoy being with
	What kind of people they want to meet
	People he will be working under
	Attitudes of others that one must work with
Adults	Co-workers
	Supervisors - ability to work with them
	Nice people to work with
	Type of people he will associate with
	Talented staff with which to work
	Association with others

119 = POSSIBLE DISCRIMINATORY FACTORS

Age 13	Age limits
	He should think about how old he is
	Will I be hired even though I am a different sex, race, or religion
	Whether or not the people accept your race
Age 17	Age
Adults	Religious convictions
	Is it open to all minorities?
	Whether the company is an equal opportunity employer

120 = ETHICAL CONSIDERATIONS

Age 13	The legality of the job
	Does it produce products that go to war
	Is it a job that fits his ethics
	Will it hurt somebody else needlessly when you could do something else
Age 17	If its legal
	Does your job help or hurt other people
	Will his job contract be truthful in things like raises every 3 months 2 week vacations etc.
	Does hurt other people
Adults	Does the work conflict with her principles or values
	The job on the level
	Reputation of company you have intention to work for
	Is there something that won't cause damage by polluting the land air or water
	Is the work honest

Categories and sample responses are listed below.

121 = OTHER ACCEPTABLE RESPONSES

Age 13	If you have a child at home
	If his wife wants him to have the job
	He has to think of his family
	Do you have a babysitter
	If you're going to school, will it interfere with studies
	What other jobs are available
	What kind of reputation does the place have
Age 17	The job's effect on your life!
	Marital status (possible)
	If you are planning a family soon
	If it interferes with other activities
	If it keeps you apart from your family
	Family feelings
Adults	Marital status
	Military status
	Will the job interfere with his home life or outside interests
	Compatible with outside influences, i.e., family life or religious life

250 = GARBAGE

Age 13	How
	To be able to
	Changlin
	Possiger
Age 17	No samples given
Adults	No samples given

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 13	If they will break out in a rash or not
	Dressed properly
	Type job
	Think if it's good enough to have
	Will I need workers
	The kind of equipment
	Put money in the bank
	Do I get in trouble
	Can I fight
	Supplies
	To be relied on
	If he will get in fights
	What are you going to do with the money
	The contract of the company
Age 17	If your family owns it
	Advantages
	Disadvantages
	Is your boss cute
	Cost
	Freedom on job
	How is he going to get the job
	Why he chooses the job
	If you have connections
Adults	If the job is good or not
	If the work is good
	The family

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = MISINTERPRETS QUESTION

Age 13	Have a good education
	Be well mannered
	Be patient
	Have good eyes
	Good background
	Must be willing to work hard
	Be a mechanic
	Be an actor
	Work in a store
	Ran machines
	Play baseball
	He should think about what he wants to do
	Talk it over with someone
	Get others opinions even is he disagrees with them
Age 17	How to talk to the people. Don't be very generous
Adults	No samples given

399 = I DON'T KNOW

Suppose you want to find out more about a job you are interested in. What are five things you could do NOW to find out more about the job before you take the job or begin job training?

(1) ____
____

(2) ____
____

(3) ____
____

(4) ____
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(5) ____
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	(1)		(2)		(3)		(4)		(5)	
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5		5		5		5		5		5
6		6		6		6		6		6
7		7		7		7		7		7
8		8		8		8		8		8
9		9		9		9		9		9

STOP DO NOT CONTINUE
UNTIL TOLD TO DO S

Exercise #: R104011

NAEP #: 104011-TS

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: D. Plan for career development or change

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	13	17
Package-Exercise:	04-04	02-04
Timing: (in seconds)		
Stimulus:	12	13
Response:	108	108
Exercise Total:	120	121

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = COUNSELOR; ADVISOR; GUIDANCE OFFICE

Age 13
Go to the Guidance office. They have books on careers
Ask the guidance counselor about that job
See your guidance counselor
Go to the job resource center in our school learning center
Could go to your counselor and ask him for advice on the job
Visit the career center in school
Age 17
Get information from the guidance office
Talk to the counselor
Talk to a student advisor
Talk to a job counselor

11 = TALK TO OR OBSERVE PEOPLE IN THE FIELD. (ANY MENTION OF SPECIFIC OCCUPATION EXCEPT OTHER CATEGORIES)

Age 13
Go there to see what it's like
Ask people that work there
If you know a person in a business talk to him or her
Notice how well people enjoy the job you are interested in
Go to the office, factory or mill and see the job being performed
I would go to a person that does that kind of work and get information
Go ask a member to the union and get information
Age 17
Talk to people who have had this training
Talk to various people employed in that field
Visit a place where your interest is and talk to people there
Talk to people who have been associated with the job
Visit the place to see how things are done and if you are capable of doing it

Categories and sample responses are listed below.

12 = OBTAIN AND/OR READ MATERIAL ABOUT IT

Age 13 Look it up in the encyclopedia
Get brochures or some information on this job
Look in that job manual
Read up on the literature of the job
Go to the library for information on length of training, pay, etc.
Send away for booklets about it
Check the business financial record and other background by using that new job information center
Age 17 Read materials, pamphlets, brochures etc. on the job
Read, in a library for example, material concerning your job interest
Research in the library
Research other jobs for the sake of comparison
Go to the resource center

13 = GET INFORMATION FROM SCHOOL OR COLLEGE, OR FROM PROFESSIONAL ASSOCIATIONS

Age 13 Send to library associations
Write away to the college that has nursing
Write a letter to the colleges of that area
Age 17 Check a college catalog
Check with the colleges in the area and have them send pamphlets
Write to "Careers" in Washington
Write to a university or technical school your job may pertain to

14 = TALK TO SCHOOLTEACHER (NOT IN SPECIFIC FIELD)

Age 13 Ask a teacher
Inquire from your teachers, and see what they think of that particular job
Age 17 Talk to my teacher
Talk to teachers and find out how they feel about it

15 = CONTACT PERSONNEL OFFICER, EMPLOYER OR EMPLOYMENT OFFICE

Age 13 Write a letter to the manager of the agency or factory, etc.
Go to place interested in, and ask your questions
Go to the manager and ask him some of the trainings you will have to go through
I could go to the building and ask the manager about the pay and skills
Age 17 Write to the company and ask them about it
Talk to the manager about the job
Go to the unemployment office and ask
Talk to the person in charge

Categories and sample responses are listed below.

16 = OTHER ACCEPTABLE RESPONSES

Age 13 Ask the parents if they know anything about the job
Join a club such as FFA
Ask a friend or associate if they know anything about it
From the better business bureau
Watch films on it
Age 17 Write for information
Call the Better Business Bureau to find out about their credits
Ask the work experience office if they know anything about it
Speak to an adult, such as your parents
Talk to competing companies

20 = GARBAGE

Age 13 And
Talk so
To know the job
Age 17 No samples given

21 = OTHER UNACCEPTABLE RESPONSES

Age 13 High school finish
Stay fast
Look around and see
From a friend
Show you what the job is all about
Age 17 Ask around the community about the job
Talk to another person
Nothing

22 = GET JOB OR TRAINING

Age 13 Try to get work there and see how you like it
Try it yourself
Third I would practice on the job to see how it work
Study so you can do it well
Go to a trade school
Age 17 Working with a carpenter
Go to college
Take lessons
Take a class on it

Categories and sample responses are listed below.

23 = MISINTERPRETS QUESTION

Age 13
I find out where it is
Find out what hours you are to go to work and come home
How much money you would get
Ask when you start
What days you have off (like holidays)
If a bus goes there that you can take or if you have transportation
What are the time schedules
What are the rules you will have to follow in order to be safe while working

Age 17
What time you get off
How many hours you would work
How many days a week
Benefits
Know how the place is run

24 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

Comments for Parts A through C:

Now, I will ask you a series of questions about your future job plans.

Careers such as homemaking or full-time community or religious work ARE counted as jobs.

A. Have you ever thought about the kind of job you would like to have in the future?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

	A-C
○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○

2-104015-2.31

(Continued)

B. What jobs have you considered?

○ None (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

(1) ____________________

(2) ____________________

(3) ____________________

(4) ____________________

(5) ____________________

If respondent names only one job, go to D.

C. Which ONE of these jobs are you most interested in doing?

○ None (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

____

____

B & C

(1)	(2)	(3)	(4)	(5)
○○○	○○○	○○○	○○○	○○○
○○○	○○○	○○○	○○○	○○○
○○○	○○○	○○○	○○○	○○○
○○○	○○○	○○○	○○○	○○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○

(Continued)

Comments for Parts D and E:

____

____

____

D. Name three things about this job that you would like.

○ I don't know.

○ No response

(1)____

____

(2)____

____

(3)____

____

			D			
D-E	(1)		(2)		(3)	
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○

(Continued)

E. Name three things about this job that you might NOT like.

○ I don't know.

○ No response

(1)____

(2)____

(3)____

E

(1)		(2)		(3)	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
	4		4		4
	5		5		5
	6		6		6
	7		7		7
	8		8		8
	9		9		9

(Continued)

Comments for Parts F and G:

F. Name three skills or abilities which you must have in order to do that job.

○ I don't know. (End the exercise)

○ No response (End the exercise)

(1)

(2)

(3)

		F				
F-G	(1)		(2)		(3)	
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○
○		○		○		○

2-104015-2.31

(Continued)

G. Name three different jobs that you could get into using the SAME skills or abilities.

○ I don't know.

○ No response

(1)____

(2)____

(3)____

		G			
(1)		(2)		(3)	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
	4		4		4
	5		5		5
	6		6		6
	7		7		7
	8		8		8
	9		9		9

Exercise #: R104015

NAEP #: 104015-TI

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: D. Plan for career development or change

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap:	13	17
Package-Exercise:	15-06	17-16
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDES: B AND C

CATEGORIES OF OCCUPATIONS

PROFESSIONAL AND TECHNICAL

101 = ARTIST, ENTERTAINER, MUSICIAN, PHOTOGRAPHER

102 = WRITER, JOURNALIST, EDITOR, REPORTER, RADIO ANNOUNCER

103 = TEACHER, PROFESSOR, LIBRARIAN, EDUCATOR, WORKING WITH RETARDED, NURSERY SCHOOL TEACHER

104 = SOCIAL WORKER, CLERGYMAN

105 = DOCTOR, DENTIST, VETERINARIAN, CHIROPRACTOR, PSYCHIATRIST, OPTHALMOLOGIST

106 = REGISTERED NURSE, PHARMACIST, DIETICIAN, PHYSICAL THERAPIST, OPTOMETRIST, WORK WITH HANDICAPPED

107 = MEDICAL OR DENTAL TECHNICIAN, X-RAY TECHNICIAN, LAB ASSISTANT IN CHEMISTRY

108 = NATURAL SCIENTIST, MATHEMATICIAN, ENGINEER, ARCHITECT, CHEMIST, PHYSICIST, GEOLOGIST, ARCHEOLOGIST, ZOO KEEPER, OCEANOGRAPHER

109 = DRAFTSMAN, SURVEYOR, ELECTRONIC TECHNICIAN, COMPUTER PROGRAMMER, RADIO OPERATOR, AIR TRAFFIC CONTROLLER

110 = LAWYER, JUDGE

111 = RECREATION PROFESSIONAL, COACH, SPORTS INSTRUCTOR, BOXER, BASEBALL PLAYER, HORSE TRAINER, DEEP-SEA DIVER, ANIMAL TRAINER, JOCKEY, MOTORCYCLE RACER

112 = TUTOR IN EDUCATION, SCOUT LEADER

113 = OTHER PROFESSIONALS OR TECHNICAL WORKERS: FUNERAL DIRECTOR, FORESTER, AIRPLANE PILOT, ACCOUNTANT, PERSONNEL WORKER, NAVIGATOR, GEOGRAPHER, TRANSLATOR, INTERIOR DECORATOR, ANTHROPOLOGIST, CONSERVATIONIST, SOCIAL SCIENTIST, ECONOMIST, FLIGHT DIRECTOR, PSYCHOLOGIST, COUNSELOR

114 = FARMER, FARM MANAGER: DOG BREEDER, OWN KENNEL KEEPER, FLORIST, HORTICULTURIST

115 = FARM LABORERS: FOREMAN, BEAN WALKER, CHERRY PICKER, WORK ON A FARM OR RANCH

116 = OWNER OF A BUSINESS: CONTRACTOR, RESTAURANT OWNER

MANAGERS OR ADMINISTRATORS

117 = GOVERNMENT OFFICIAL, POLITICIAN

118 = MANAGER OR ASSISTANT MANAGER OF A STORE, DEPT. HEAD IN A STORE, CREDIT MANAGER

119 = BUYER, PURCHASING AGENT

120 = OTHER MANAGERS OR ADMINISTRATORS: POSTMASTER, UNION OFFICIAL, SHIP PILOT, PRINCIPAL, BANKER, GAME WARDEN, ANTIQUE DEALER, SCHOOL BOARD, RACKETEER, TREASURER

CLERICAL

121 = OFFICE WORKERS: SECRETARY, TYPIST, STENOGRAPHER, BOOKKEEPER, PAYROLL CLERK, RECEPTIONIST, FILE CLERK

122 = OTHER CLERICAL WORKERS: KEY PUNCH OPERATOR, BANK TELLER, CASHIER, LIBRARY ASSISTANT, INSURANCE INVESTIGATOR, SHIPPING CLERK, SWITCHBOARD OPERATOR, TICKET AGENT, MAIL CARRIER, STOCK CLERK, WORK IN LIBRARY, WORK IN MEDIA CENTER, TRAVEL AGENT, CLERK

SALES

123 = PROFESSIONAL SALES WORKERS: INSURANCE AGENT, BROKER, REAL ESTATE AGENT, STOCK OR BOND SALESMAN

124 = OTHER SALES WORKERS: SALESMAN, DEMONSTRATOR, SALES CLERK, ADVERTISING AGENT, AUCTIONEER

CRAFTSMAN

125 = BUILDING TRADES: CARPENTER, BRICKMASON, TILE SETTER, ELECTRICIAN, PAINTER (CONSTRUCTION ONLY), PLASTERER, PLUMBER, ROOFER, HEAVY MACHINE OPERATOR, CARPET LAYER

126 = MECHANICS AND METAL WORKERS: BLACKSMITH, MACHINIST, CAR OR AIRPLANE MECHANIC, RADIO OR TV REPAIRMAN, APPLIANCE REPAIRMAN, TINSMITH, TOOLMAKER, WORKS ON CARS, TOOL AND DIE

127 = OTHER CRAFTSMEN: BAKER, INSPECTOR, TELEPHONE LINEMAN, OPTICIAN, SHOE REPAIRMAN, TAILOR, RAILROAD ENGINEER, PRINTER

128 = MILITARY (UNLESS OTHERWISE CLASSIFIED)

OPERATIVES AND APPRENTICES

129 = APPRENTICES TO A CRAFTSMAN

130 = TRANSPORTATION: CAB DRIVER, BUS DRIVER, TRUCK DRIVER, AMBULANCE DRIVER, DELIVERYMAN, BOATMAN, TRACTOR DRIVER

131 = OTHER OPERATIVES: ASSEMBLER, ASSEMBLYLINE WORKER, SEAMSTRESS, LAUNDRY OPERATIVES, MINER, PACKER, WRAPPER, PAINTER, WELDER, MEAT CUTTER, GAS STATION ATTENDANT, FACTORY WORKER, STEEL WORKER, "HAULING", OIL RIG

SERVICE WORKERS

132 = PROTECTIVE SERVICE: POLICEMAN, FIREMAN, GUARD, LIFEGUARD, SHERIFF, DETECTIVE, FOREST RANGER

133 = MEDICAL ATTENDANT: PRACTICAL NURSE, NURSE'S AID, ORDERLY, HOSPITAL ATTENDANT, CANDY STRIPER (VOLUNTEER)

134 = HAIRDRESSER, BARBER, COSMETOLOGIST

135 = BABYSITTER, NURSERY SCHOOL ATTENDANT

136 = COOK

137 = AIRLINE STEWARDESS, FLIGHT ATTENDANT

138 = MODEL

139 = PAPER ROUTE

140 = WAITER, WAITRESS, BARTENDER, CAR HOP

141 = DO WASHINGS, TAKE IN IRONINGS (FOR PRIVATE HOUSEHOLD)

142 = MAID, JANITOR, CLEANING LADY, WINDOW WASHER, HOUSEWORK, WORK AROUND THE HOUSE (GARAGE)

143 = USHER, ELEVATOR OPERATOR, RESTAURANT HOSTESS, PATROL LADY

144 = PORTER, GOLF CADDY, CARRY-OUT BOY, GROCERY BAGGER, BELLBOY

145 = ATTENDANTS: COAT CHECK GIRL, SKATING RINK ATTENDANT, BAT BOY, LOCKER ROOM ATTENDANT, ALTAR BOY, BINGO ATTENDANT, CONCESSION ATTENDANT, PIN SETTER, SWIMMING POOL ATTENDANT, TICKET TAKER, ICE CREAM SCOOPER

146 = DISHWASHER, BUS BOY

147 = SHOE SHINE BOY, MANICURIST, VALET, WARDROBE MISTRESS, MAKE-UP MAN

148 = OTHER SERVICE WORKERS: TOUR GUIDE, HOUSEMOTHER, PAGE, ERRAND BOY, CAMP COUNSELOR, TEACHERS AID, WALK DOGS, WORK IN SCHOOL OFFICE, SERVER AT AUCTIONS, CARETAKER, CATERING, TAKE CARE OF PETS

LABORERS

149 = OUTDOOR WORK: GARDENER, SNOW SHOVELER, LAWN MOWER, LEAF RAKER, CLEANING THE YARD

150 = FISHERMAN, TRAPPER

151 = OTHER LABORERS: CARPENTER'S ASSISTANT, CONSTRUCTION LABORER, CAR WASHER, GROOM, GARBAGE COLLECTOR, LONGSHOREMAN, HANDYMAN, LUMBERMAN, STOCK BOY, CAR GREASER, DOCK BOY, TAKING A BOAT OUT, LOGGER, TAKE OUT THE GARBAGE, GARBAGE COLLECTOR, ODD JOBS AROUND THE HOUSE, CITY STREET WORKER, KENNEL KEEPER

OTHER

152 = HOUSEWIFE, HOMEMAKER

153 = STUDENT

156 = OTHER ACCEPTABLE RESPONSES: MEASURE RAIN, COLLECT PAPERS FOR RECYCLING, TAKING THIS TEST, GAMBLER

157 = DOOR-TO-DOOR COLLECTION, DISTRIBUTION, CHEERING UP, CARNIVAL IN BACKYARD

160 = BUSINESS, INSURANCE, WORK IN BANK, BANKING

161 = MEDICINE

162 = GOVERNMENT WORK

163 = CONSTRUCTION

164 = PEACE CORPS, VISTA, RED CROSS

165 = NOT USED

290 = GARBAGE

291 = OTHER UNACCEPTABLE: WORK AT ..., RESTAURANT, MACDONALDS, DAIRY QUEEN, WORKING WITH ANIMALS, COMMUNITY WORK

292 = "NONE"

399 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RESPONSIBILITY, CHALLENGE, SELF IMPROVEMENT

All ages	Learn more about self Competition Experience I could learn more about fish and their lives Chance to learn more Find out how people differ in a way of life Seeing what makes air conditioners run, and how it works Taking responsibility I would like to learn the different diseases Learn about the computer field

11 = HELPING PEOPLE, SYMPATHIZING WITH PEOPLE, USEFULNESS (ALSO ANIMALS)

All ages	Waiting on patients You know you have done good for some one you have fixed up Helping people Get money to give to the poor Help people get out of trouble Help defend them in the court house Help with wildlife Get food for them Making it easier...helping the school, make it easier for the kids I like to see little kids grow up and have a good family, and no starve Making people skate better Be able to take care of myself and children

12 = PRESTIGE, STATUS, RESPECTABILITY, OPPORTUNITY FOR ADVANCEMENT

All ages	I might become famous Kind of job that I'd be proud of I'd like my pictures to be seen Administration Opportunities Knowing that I'm a pro

13 = AVAILABILITY (PRESENT AND FUTURE) OF THE JOB

All ages	Future career They need people Get a job anywhere

Categories and sample responses are listed below.

14 = DUTIES, PARTS, OR ENVIRONMENT OF THE JOB

All ages Flying
Working with rocks
Teaching
Typing
I like to be out of doors
I like to use my hands
Protecting people
Fishing
Writing about it in magazines
Working in a doctor's office
Cleaning the house
Don't have to live in the city
Like to work around pretty things
Action
I like to act a lot
I'd like to travel making pictures
See what is wrong with the clock
Involvement with finances
The firetrucks
Drawing
Like to drive
I like wildlife
Inventing new things
X-raying
Hear about politics
Thinking about how to put the yard because of the way their landscape is

15 = MECHANICAL ASPECTS OF THE JOB

All ages Make good money
Pay
Making a lot of money
Have your own motorcycle
I would like the salary
Being able to save money working on your car instead of taking it to a shop
Being different from a regular 9 to 5 job
Good hours

16 = JOB QUALIFICATIONS

All ages Education
Good education
Studying
Know the laws

17 = PERSONAL ABILITIES OR CONSTRAINTS

Categories and sample responses are listed below.

18 = INTERPERSONAL RELATIONS

All ages Meet a lot of people
Fun and interesting working with people
Working with kids
Meeting interesting people
Meeting new people
Making people happy
Getting to know more people
Meeting the public

19 = OTHER ACCEPTABLE RESPONSES

All ages It would be where my general interests are
I'd still be with my life long hobby
Love music
I like the sport
It would just be exciting
Enjoy doing it
I like medicine
Being able to do what I enjoy most
It would be a different experience
It would be an interesting job

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Wouldn't have to work that long before I could quit and do something else
Ability
Tools

22 = NOTHING, THERE ISN'T ANYTHING

23 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

24 = DIRECT CONTRADICTION (SAME RESPONSE FOR D AND E--MUST CODE BOTH D AND E 24)

39 = I DON'T KNOW

SCORING GUIDE: PART E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RESPONSIBILITY, CHALLENGE, SELF IMPROVEMENT

All ages Having new responsibility if I want to quit or anything
The thought of paying all the bills
The worrisome of children

11 = HELPING PEOPLE, SYMPATHIZING WITH PEOPLE, USEFULNESS (ALSO ANIMALS)

All ages Having to suspend anyone
I'd hate to lose a patient
Seeing one of the children die
About seeing skins so fragile that the slightest touch could rip the skin
I don't like to see people in great pain

12 = PRESTIGE, STATUS, RESPECTABILITY, OPPORTUNITY FOR ADVANCEMENT

All ages If I don't win any trophies in competition
I might have to leave and I don't want to
If you don't succeed when you operate
Getting fired
Being dishonorably discharged

13 = AVAILABILITY (PRESENT AND FUTURE) OF THE JOB

All ages Could go out of business
Trying to find a shop to locate business

Categories and sample responses are listed below.

14 = DUTIES, PARTS, OR ENVIRONMENT OF THE JOB

All ages Dictation
Answering the telephone
Written work ...reports and stuff
Cleaning the trucks off after a fire
Being pressured about making something
Drawing blood
Cutting down trees
Making a garden
Getting all greasy
Tiring
Playing on Sunday
Being stationed where I don't like
Picking up heavy things
Break one of my tools
Too many kids running around
If I didn't have the right equipment
Having to do a lot of computing myself
Travel to places I wouldn't like
Real bad wrecks
Going to houses to fix something
Working in the rain
Landing at night
Hard work figuring out words and putting to music
Have to live in a big city

15 = MECHANICAL ASPECTS OF THE JOB

All ages Don't always make money on what you sell
Cost a lot to get into that business
The hours maybe
You might not get as many patients as you thougnt you would and wouldn't do so good
Having my weekends and nights taken up
Danger of electrocution
Pay
I might get hurt
Time it would take me
Miss vacation because of contract
Being a POW
How hard it is
I might not like what I get paid
Miss family lots

16 = JOB QUALIFICATIONS

All ages To get this job you'd have to go to school about six or eight years after school
The 9 or 11 years of school
Have to attend at least three years of school

Categories and sample responses are listed below.

17 = PERSONAL ABILITIES OR CONSTRAINTS

All ages Taking everybody's problems might be too much
Probably worrying about doing good in school and landing a good job in a city with good pay
If he wanted me to take shorthand I couldn't do that

18 = INTERPERSONAL RELATIONS

All ages I might not like the team I'm playing for
I would have a mean person to work for
Boss
Not being able to satisfy your customer
Tense situations when people need their cars in a hurry
Having trouble with kids
People get "smart" with me
Made to get on to people

19 = OTHER ACCEPTABLE RESPONSES

All ages Making a real good layout and then it's not taken care of or anything
Loosing the job
A depression
It would be hard to keep your job and look after your own children
Boring

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages Getting up in the morning

22 = NOTHING, THERE ISN'T ANYTHING

All ages Nothing
Nothing I wouldn't like...I can stand blood and everything

23 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

24 = DIRECT CONTRADICTION (SAME RESPONSE FOR D and E--MUST CODE BOTH D AND E 24)

39 = I DON'T KNOW

SCORING GUIDE: PART F

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = SKILLS OR ABILITY THAT IS NECESSARY OR USEFUL FOR THE ONE JOB IN B OR C

All ages Talented in art
Typing
Marksmanship
Play guitar and drums
Bookkeeping
Hand and finger coordination
Being able to sight read
Have to be able to work with fabric
Read road maps
Learn how to swim well
Be able to drive good
Speaking distinctly

11 = KNOWLEDGE THAT IS NECESSARY OR USEFUL FOR THE ONE JOB IN B OR C

All ages Know parts of the equipment
Know your math
Have to know about health education
Know the dangers I'd have to face
Know navigation
Basic electrical knowledge
Biology
English, if you have to write reports
How to care for livestock
General management
Know a little about art
Know the rules of the park
Know the animals in the park
Knowing the theory
Know how to give shots
To know how to take care of children
Know how to work on a motorcycle
Know the anatomy of the body
Layout
To know when the person is having difficulty
Learn how to make medicine

Categories and sample responses are listed below.

12 = PERSONALITY FACTORS THAT ARE USEFUL FOR THE ONE JOB IN B OR C

All ages Understanding
Patience
Courage to stand up and take what they have in there for you to do
Must control your attitude towards the people
Have to be able to associate with people
I would have to not get frightened if a person died

13 = OTHER ACCEPTABLE RESPONSES

All ages Able to think well, be inventive
Have to have an imagination

20 = GARBAGE

All ages Turnkey post

21 = OTHER UNACCEPTABLE RESPONSES

All ages Steady hands
Be kind of an intelligent person
Accurate
High school graduate...maybe a year or two of college
Knowledge of where you can find this job
When it gets hard in college you wouldn't want to drop out
Social work after school

22 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

SCORING GUIDE: PART G

CATEGORIES OF OCCUPATIONS

PROFESSIONAL AND TECHNICAL

01 = ARTIST, ENTERTAINER, MUSICIAN, PHOTOGRAPHER

02 = WRITER, JOURNALIST, EDITOR, REPORTER, RADIO ANNOUNCER

03 = TEACHER, PROFESSOR, LIBRARIAN, EDUCATOR, WORKING WITH RETARDED, NURSERY SCHOOL TEACHER

04 = SOCIAL WORKER, CLERGYMAN

05 = DOCTOR, DENTIST, VETERINARIAN, CHIROPRACTOR, PSYCHIATRIST, OPTHALMOLOGIST

06 = REGISTERED NURSE, PHARMACIST, DIETICIAN, PHYSICAL THERAPIST, OPTOMETRIST, WORK WITH HANDICAPPED

07 = MEDICAL OR DENTAL TECHNICIAN, X-RAY TECHNICIAN, LAB ASSISTANT IN CHEMISTRY

08 = NATURAL SCIENTIST, MATHEMATICIAN, ENGINEER, ARCHITECT, CHEMIST, PHYSICIST, GEOLOGIST, ARCHEOLOGIST, ZOO KEEPER OCEANOGRAPHER

09 = DRAFTSMAN, SURVEYOR, ELECTRONIC TECHNICIAN, COMPUTER PROGRAMMER, RADIO OPERATOR, AIR TRAFFIC CONTROLLER

10 = LAWYER, JUDGE

11 = RECREATION PROFESSIONAL, COACH, SPORTS INSTRUCTOR, BOXER, BASEBALL PLAYER, HORSE TRAINER, DEEP-SEA DIVER, ANIMAL TRAINER, JOCKEY, MOTORCYCLE RACER

12 = TUTOR IN EDUCATION, SCOUT LEADER

13 = OTHER PROFESSIONALS OR TECHNICAL WORKERS: FUNERAL DIRECTOR, FORESTER, AIRPLANE PILOT, ACCOUNTANT, PERSONNEL WORKER, NAVIGATOR, GEOGRAPHER, TRANSLATOR, INTERIOR DECORATOR, ANTHROPOLOGIST, CONSERVATIONIST, SOCIAL SCIENTIST, ECONOMIST, FLIGHT DIRECTOR, PSYCHOLOGY, COUNSELOR

14 = FARMER, FARM MANAGER - DOG BREEDER, OWN KENNEL KEEPER, FLORIST, HORTICULTURIST

15 = FARM LABORERS: FOREMAN, BEAN WALKER, CHERRY PICKER, WORK ON A FARM OR RANCH

16 = OWNER OF A BUSINESS: CONTRACTOR, RESTAURANT OWNER

MANAGERS OR ADMINISTRATORS

17 = GOVERNMENT OFFICIAL, POLITICIAN

18 = MANAGER OR ASSISTANT MANAGER OF A STORE, DEPT. HEAD IN A STORE, CREDIT MANAGER

19 = BUYER, PURCHASING AGENT

20 = OTHER MANAGERS OR ADMINISTRATORS: POSTMASTER, UNION OFFICIAL, SHIP PILOT, PRINCIPAL, BANKER, GAME WARDEN, ANTIQUE DEALER, SCHOOL BOARD, RACKETEER, TREASURER

CLERICAL

21 = OFFICE WORKERS: SECRETARY, TYPIST, STENOGRAPHER, BOOKKEEPER, PAYROLL CLERK, RECEPTIONIST, FILE CLERK

22 = OTHER CLERICAL WORKERS: KEY PUNCH OPERATOR, BANK TELLER, CASHIER, LIBRARY ASSISTANT, INSURANCE INVESTIGATOR, SHIPPING CLERK, SWITCHBOARD OPERATOR, TICKET AGENT, MAIL CARRIER, STOCK CLERK, WORK IN LIBRARY, WORK IN MEDIA CENTER, TRAVEL AGENT, CLERK, E.A.

SALES

23 = PROFESSIONAL SALES WORKERS: INSURANCE AGENT, BROKER, REAL ESTATE AGENT, STOCK OR BOND SALESMAN

24 = OTHER SALES WORKERS: SALESMAN, DEMONSTRATOR, SALES CLERK, ADVERTISING AGENT, AUCTIONEER

CRAFTSMAN

25 = BUILDING TRADES: CARPENTER, BRICKMASON, TILE SETTER, ELECTRICIAN, PAINTER (CONSTRUCTION ONLY) PLASTERER, PLUMBER, ROOFER, HEAVY OPERATOR, CARPET LAYER

26 = MECHANICS AND METAL WORKERS: BLACKSMITH, MACHINIST, CAR OR AIRPLANE MECHANIC, RADIO OR TV REPAIRMAN, APPLIANCE REPAIRMAN, TINSMITH, TOOLMAKER, WORKS ON CARS, TOOL & DIE

27 = OTHER CRAFTSMEN: BAKER, INSPECTOR, TELEPHONE LINEMAN, OPTICIAN, SHOE REPAIRMAN, TAILOR, RAILROAD ENGINEER PRINTER

28 = MILITARY (UNLESS OTHERWISE CLASSIFIED)

OPERATIVES AND APPRENTICES

29 = APPRENTICES TO A CRAFTSMAN

30 = TRANSPORTATION: CAB DRIVER, BUS DRIVER, TRUCK DRIVER, AMBULANCE DRIVER, DELIVERYMAN, BOATMAN, TRACTOR DRIVER

31 = OTHER OPERATIVES: ASSEMBLER, ASSEMBLYLINE WORKER, SEAMSTRESS, LAUNDRY OPERATIVES, MINER, PACKER, WRAPPER, PAINTER, WELDER, MEAT CUTTER, GAS STATION ATTENDANT, FACTORY WORKER, STEEL WORKER, "HAULING", OIL RIG

SERVICE WORKERS

32 = PROTECTIVE SERIVCE: POLICEMAN, FIREMAN, GUARD, LIFEGUARD, SHERIFF, DETECTIVE, FOREST RANGER

33 = MEDICAL ATTENDANT: PRACTICAL NURSE, NURSE'S AID, ORDERLY, HOSPITAL ATTENDANT, CANDY STRIPER (VOLUNTEER)

34 = HAIRDRESSER, BARBER, COSMETOLOGIST

35 = BABYSITTER, NURSERY SCHOOL ATTENDANT

36 = COOK

37 = AIRLINE STEWARDESS, FLIGHT ATTENDANT

38 = MODEL

39 = PAPER ROUTE

40 = WAITER, WAITRESS, BARTENDER, CAR HOP

41 = DO WASHINGS, TAKE IN IRONINGS (FOR PRIVATE HOUSEHOLD)

42 = MAID, JANITOR, CLEANING LADY, WINDOW WASHER, HOUSEWORK, WORK AROUND THE HOUSE (GARAGE)

43 = USHER, ELEVATOR OPERATOR, RESTAURANT HOSTESS, PATROL LADY

44 = PORTER, GOLF CADDY, CARRY-OUT BOY, GROCER BAGGER, BELLBOY

45 = ATTENDANTS: COAT CHECK GIRL, SKATING RINK ATTENDANT, BAT BOY, LOCKER ROOM ATTENDANT, ALTAR BOY, BINGO ATTENDANT, CONCESSION ATTENDANT, PIN SETTER, SWIMMING POOL ATTENDANT, TICKET TAKER, ICE CREAM SCOOPER

46 = DISHWASHER, BUS BOY

47 = SHOE SHINE BOY, MANICURIST, VALET, WARDROBE MISTRESS, MAKE-UP MAN

48 = OTHER SERVICE WORKERS: TOUR GUIDE, HOUSEMOTHER, PAGE, ERRAND BOY, CAMP COUNSELOR, TEACHERS AID, WALK DOGS, WORK IN SCHOOL OFFICE, SERVER AT AUCTIONS, CARETAKER, CATERING TAKE CARE OF PETS

LABORERS

49 = OUTDOOR WORK: GARDENER, SNOW SHOVELER, LAWN MOWER, LEAF RAKER, CLEANING THE YARD

50 = FISHERMAN, TRAPPER

51 = OTHER LABORERS: CARPENTER'S ASSISTANT, CONSTRUCTION LABORER, CAR WASHER, GROOM, GARBAGE COLLECTOR, LONGSHOREMAN, HANDYMAN, LUMBERMAN, STOCK BOY, CAR GREASER, DOCK BOY, TAKING A BOAT OUT, LOGGER, TAKE OUT THE GARBAGE, GARBAGE COLLECTOR, ODD JOBS AROUND THE HOUSE, CITY STREET WORKER, KENNEL KEEPER

OTHER

52 = HOUSEWIFE, HOMEMAKER

53 = STUDENT

56 = OTHER ACCEPTABLE: MEASURE RAIN, COLLECT PAPERS FOR RECYCLING, TAKING THIS TEST, GAMBLER

57 = DOOR-TO-DOOR COLLECTION, DISTRIBUTION, CHEERING UP CARNIVAL IN BACKYARD.

60 = BUSINESS, INSURANCE, BANKING, WORK IN BANK

61 = MEDICINE

62 = GOVERNMENT WORK

63 = CONSTRUCTION

64 = PEACE CORPS, VISTA, RED CROSS

90 = GARBAGE

91 = OTHER UNACCEPTABLE: WORK AT ..., RESTAURANT, MACDONALDS, DAIRY QUEEN, WORKING WITH ANIMALS, COMMUNITY WORK

92 = "NONE"

93 = NO CONNECTION

94 = EX. DUP OF G

95 = EX. DUP OF B OR C

99 = I DON'T KNOW

Comments for Parts A through D:

____

____

____

Now, I will ask you a series of questions about your employment background and plans.

Unpaid careers such as homemaking or community or religious work ARE counted as jobs.

A. Do you have a job NOW?

○ Yes (Go to B on the next page)
○ No (Go to E on page 15)
○ I don't know. (Go to E on page 15)
○ No response (Go to E on page 15)

	A – D
○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8
○ 9	○ 9

(Continued)

B. What is your present job?

○ I don't know. (Go to N on page 24)

○ No response (Go to N on page 24)

Record more than one job only if volunteered. Probe until you get a brief job description. You may have to ask, "WHAT KIND OF BUSINESS OR INDUSTRY IS THAT?" (e.g., for a response like "salesman") or, "WHAT, BRIEFLY, IS YOUR MAJOR DUTY?" (e.g., for responses like "clerk" or "manager").

Job 1: ____________________

Job 2: ____________________

Job 3: ____________________

If respondent names one job, go to D on the next page. If respondent names more than one job, go to C on the next page.

(Continued)

C. Which one of those jobs do you consider to be your MAIN job?

○ None (Go to N on page 18)
○ I don't know. (Go to N on page 18)
○ No response (Go to N on page 18)

____

____

D. Do you work at that job full-time? (The definition of "full-time" is left up to respondent.)

○ Yes (Go to I on page 12)
○ No (Go to I on page 12)
○ I don't know. (Go to I on page 12)
○ No response (Go to I on page 12)

B & C

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
	4	4		4	4		4	4
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	8	8		8	8		8	8
	9	9		9	9		9	9

(Continued)

Comments for Parts E through H:

E. Have you ever had a job?

○ Yes (Go to F on the next page)
○ No (Go to N on page 24)
○ I don't know. (Go to N on page 24)
○ No response (Go to N on page 24)

E-H
○
○
○
○
○
○
○
○
○
○

(Continued)

F. What job did you have most recently"

○ I don't know. (Go to N on page 18)

○ No response (Go to N on page 18)

Record more than one job only if volunteered. Probe until you get a brief job description. You may have to ask, "WHAT KIND OF BUSINESS OR INDUSTRY IS THAT?" (e.g., for a response like "salesman") or, "WHAT, BRIEFLY, IS YOUR MAJOR DUTY?" (e.g., for responses like "clerk" or "manager").

Job 1: ______________________________

Job 2: ______________________________

Job 3: ______________________________

If respondent names one job, go to H on the next page. If respondent names more than one job, go to G on the next page.

(Continued)

G. Which one of those jobs do you consider was your MAIN job?

○ None (Go to N on page 24)

○ I don't know. (Go to N on page 24)

○ No response (Go to N on page 24)

____

____

H. Did you work at that job full-time? (The definition of "full-time" is left up to respondent.)

○ Yes

○ No

○ I don't know.

○ No response

				F & G				
○0	○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3	○3	○3
	○4	○4		○4	○4		○4	○4
	○5	○5		○5	○5		○5	○5
	○6	○6		○6	○6		○6	○6
	○7	○7		○7	○7		○7	○7
	○8	○8		○8	○8		○8	○8
	○9	○9		○9	○9		○9	○9

(Continued)

Comments for Parts I and J:

____

____

____

I. What are three things about that job that you LIKE? (LIKED?)

○ I don't know.

○ No response

(1) ____

____

(2) ____

____

(3) ____

____

		I	
I & J	(1)	(2)	(3)
0	0 0 0	0 0 0	0 0 0
1	1 1 1	1 1 1	1 1 1
2	2 2 2	2 2 2	2 2 2
3	3 3 3	3 3 3	3 3 3
4	4 4	4 4	4 4
5	5 5	5 5	5 5
6	6 6	6 6	6 6
7	7 7	7 7	7 7
8	8 8	8 8	8 8
9	9 9	9 9	9 9

2-104016-32.4

(Continued)

J. What are three things about that job that you DISLIKE? (DISLIKED?)

○ I don't know.

○ No response

(1) ____

____

(2) ____

____

(3) ____

____

J

(1)	(2)	(3)
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○

(Continued)

Comments for Parts K and L:

K. Is (was) there anything in your work that gives (gave) you a sense of satisfaction or that is (was) particularly worthwhile about your job?

○ Yes (Go to L on the next page)
○ No (Go to M on page 17)
○ I don't know. (Go to M on page 17)
○ No response (Go to M on page 17)

K – L
○
○
○
○
○
○
○
○
○
○

-104016-32.4

(Continued)

L. What gives (gave) you a sense of satisfaction or is (was) worthwhile?

○ I don't know.

○ No response

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(4) ______________________________

____

(5) ______________________________

____

L

(1)		(2)		(3)		(4)		(5)	
○0	○0	○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3	○3	○3	○3
	○4		○4		○4		○4		○4
	○5		○5		○5		○5		○5
	○6		○6		○6		○6		○6
	○7		○7		○7		○7		○7
	○8		○8		○8		○8		○8
	○9		○9		○9		○9		○9

(Continued)

Comments for Part M:

____

____

____

M
○
○
○
○
○
○
○
○
○
○

(Continued)

M. What are some things you have done or could do to improve your skills at that job, or to advance to a better job?

○ I don't know.

○ No response

1. (First Suggestion): ____

		Yes	No	I don't know.	No response
2.	Have you ever done that?	○	○	○	○

3. (Second Suggestion): ____

		Yes	No	I don't know.	No response
4.	Have you ever done that?	○	○	○	○

5. (Third Suggestion): ____

		Yes	No	I don't know.	No response
6.	Have you ever done that?	○	○	○	○

M

(1)	(2)	(3)
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○ ○	○ ○ ○	○ ○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○
○ ○	○ ○	○ ○

(Continued)

Comments for Parts N and O:

____

____

____

N. What are three (other) jobs you are NOW qualified to do without additional training?

☐ I don't know.

☐ No response

(1) ____

____

(2) ____

____

(3) ____

____

			N						
N & O	(1)			(2)			(3)		
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4		4	4		4	4		4	4
5		5	5		5	5		5	5
6		6	6		6	6		6	6
7		7	7		7	7		7	7
8		8	8		8	8		8	8
9		9	9		9	9		9	9

180

2-104016-32.4

(Continued)

O. What jobs would you like to LEARN to do?

○ I don't know.

○ No response

(1) ____

(2) ____

(3) ____

Exercise #: R104016

NAEP #: 104016-0A

Objective: I. PREPARE FOR MAKING CAREER DECISIONS
Subobjective: D. Plan for career development or change

Exercise Type:		Multiple Choice and Short Answer
Scoring Type:		Semi-Professional
Administration Mode:	17	Individual
	Adult	Interview
Stimulus Type:		Read Aloud

Overlap:	17	Adult
Package-Exercise:	00-07	00-08
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

Note: Packages '00' were Background Questionnaires administered to 17s-out-of-school and Adults.

SCORING GUIDE: PART I

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = JOB IS INTERESTING OR FUN TO DO

Age 17	It's fun
	Just building stuff is fun
Adults	I always enjoyed my work - it was diversified and interesting
	Different experiences everyday
	Diversity
	Sales manager - More than enough work to keep busy - you don't get bored

102 = FEELS JOB IS WORTHWHILE; OF HELP TO MANKIND; ENVIRONMENTAL OR ETHICAL CONCERNS

Age 17	I find it rewarding because I know it's going to be their basic background material
	Sense of accomplishment
Adults	The service it provides
	Satisfaction from being able to help someone
	Helping older people

103 = JOB IS SECURE

Age 17	No samples given
Adults	Steady work
	You can always find a job wherever you go
	I feel very secure

104 = SENSE OF POWER, PRESTIGE, STATUS; OPPORTUNITY FOR ADVANCEMENT

Age 17	Easy to advance
	The chance to advance
	The leader of the group (clean up city streets)
Adults	Prestige
	The prestige and the nice people you meet
	The opportunities in other areas
	Status of my job

Categories and sample responses are listed below.

105 = JOB ALLOWS INDEPENDENT WORK

Age 17	I could set my own pace Being on my own The opportunity to make my own decisions sometimes Nobody bothers me at work
Adults	I'm my own boss Manage my own time

107 = PROVIDES A CHALLENGE AND A SENSE OF RESPONSIBILITY

Age 17	The responsibility of a business There's lots of room to explore new things dealing with problems I feel responsible The work was hard and I like that I liked finding out new hairstyles
Adults	I like the responsibility It's challenging - a lot of insurmountable problems that have to be met Solve problems

108 = SELF IMPROVEMENT

Age 17	Experience in selling jewelry I'm learning something There's an opportunity to learn and open up my own store Liked to learn how to lay bricks Getting to know some of the things they do
Adults	Opportunity to learn new skills Opportunity to learn more about people

109 = DOESN'T REQUIRE TAKING RESPONSIBILITY

Age 17	It's not really too hard, pretty easy It's not a whole lot of pressure on you Can do it without much mental strain
Adults	Work was easy They aren't really strict or push you Easy job

Categories and sample responses are listed below.

111 = GOOD WORKING CONDITIONS, HOURS, LOCATION, FRINGE BENEFITS

Age 17 Close to home
They are not very strict about being late
Surroundings
The house was real comfortable
I like my department
Being outside
I got to keep the clothes
Adults The vicinity how close it is to home
Vacations
I like my hours, they can change
Benefits - paid hospitalization, dental and prescription coverage paid leave, etc.
I like the new equipment and ideas that come out
It was a nice place to work for

112 = PAY IS GOOD

Age 17 Money
The tips
Easy money
Pays alright
Adults Money was welcome
Pay

113 = SAFETY

114 = SPECIFIC DUTIES OR REQUIREMENTS OF THE JOB

Age 17 Not much manual labor
Fix things
Working on cars
Laying the grass
I like to drive a tractor
Adults The amount of work I have to do
I like service calls

115 = RECOGNITION BY OTHERS

Age 17 Customers thank me for good service
Adults No samples given

Categories and sample responses are listed below.

116 = ABILITY TO PRODUCE A HIGH QUALITY PRODUCT OR PROVIDE A QUALITY SERVICE

Age 17	Making sure the cans set neatly on the shelf
	Making sure they get the right kind of care needed
	I like to see a messed up yard and then see what I done afterwards and all
	I like the product
Adults	It gives me a lot of satisfaction to see that a job is done correctly and come up with ideas and put them into effect

117 = SEEING THE COMPANY OR MYSELF SUCCEED (MONETARILY)

Age 17	I like being successful at it
Adults	No samples given

118 = INTERPERSONAL RELATIONS

Age 17	I have a bunch of friends out there
	Boss was sweet
	The people that was running it
	Got along with other workers
	I love working with young children
	Meet people
Adults	I like the staff I work with
	Working with people
	I like working with the farmers
	The children
	Supervisor

119 = OTHER ACCEPTABLE RESPONSES

Age 17	It gives me something to do with my time
Adults	Companionship for my son

120-140 WERE USED ONLY FOR THOSE RESPONDENTS WHO INDICATED THAT THEIR MAIN JOB WAS THAT OF BEING A HOUSEWIFE OR HOMEMAKER.

120 = WORK IS INTERESTING OR FUN

121 = SAVING MONEY BY PROVIDING FAMILY SERVICES, BEING OF USE TO THE FAMILY

Age 17	Being needed by family
Adults	Just like to do things for my husband and children
	Being useful to my family
	Being needed from my family

Categories and sample responses are listed below.

122 = ENJOYS BEING ABLE TO SPEND A LOT OF TIME WITH THE FAMILY

Age 17 I like being home with my children during the day.
Play games with the kids
Watching my kids develop.
Adults Being close to my family
The enjoyment of seeing my daughter grow up and being with her
I like being home with my children during the day
I love to see my kids practice baseball
Home quizzes with my children
I can be at home with my husband all the time

123 = FREEDOM TO SET OWN HOURS; ENJOYS BEING OWN BOSS, ENJOYS RESPONSIBILITY

Age 17 I'm my own boss; Freedom to make my own decisions
Responsibility of handling the budget
Not being so tired because I can do things as I want to do them and when I want.
Adults Being able to manage my own time and doing what is most important to me
Free to do the things when I want to with myself or with family
I enjoy managing the house and the budget
Freedom to make my own decisions
Responsibility of handling the budget

124 = ENJOYS A LACK OF RESPONSIBILITY

Age 17 Not having to face a grind everyday
Staying at home is better than working
Adults I am not under any undo strain or stress

125 = EXTRA TIME FOR OUTSIDE ACTIVITIES

Age 17 It lets me participate in church activities which I enjoy.
My outside activities, time for them; Free time
Adults The fact that I can work with animals which I enjoy
My outside activities, time for them

126 = NOT HAVING TO WORRY ABOUT MONEY

127 = RECOGNITION FROM FAMILY MEMBERS

128 = LIKES HOME ATMOSPHERE; BEING AT HOME

Age 17 Informal atmosphere
Adults Physical conditions

Categories and sample responses are listed below.

129 = HAVING A SENSE OF ACCOMPLISHMENT, DOING HER BEST; FULFILLING MORA OBLIGATION

Age 17 Feel like fulfilling my duties as mother and wife.
I'm making the people around me happy
Adults Satisfaction of making things run correctly
Fullfillment of being a mother
I have satisfaction when all the work is done and the house is clean

130 = TAKING CARE OF THE FAMILY; RAISING AND TEACHING THE CHILDREN

Age 17 No samples given
Adults I like raising children
I like children
Taking care of my family
I like to take care of babies

131 = HOME DECORATING

Age 17 No samples given
Adults Decorating the home

132 = COOKING

Age 17 Canning
Adults I like cooking
I enjoy getting out in the kitchen and baking anything
The cooking part
Canning

133 = SEWING

Age 17 No samples given
Adults I like to sew
Sewing

134 = HOUSECLEANING

Age 17 No samples given
Adults Keeping the house in order
I like the fact that I can keep house a lot

135 = IRONING

Age 17 No samples given
Adults I like to iron

Categories and sample responses are listed below.

136 = YARDWORK, GARDENING, GROWING PLANTS

Age 17	No samples given
Adults	Gardening I presume garden work

137 = DISHES

138 = MAKING THE HOUSE A COMFORTABLE PLACE TO LIVE

Age 17	I like to do things around the house to improve it
Adults	No samples given

139 = OTHER HOUSEHOLD DUTIES

Age 17	Wasning Grocery shopping
Adults	I like to wash (laundry)

140 = OTHER ACCEPTABLE RESPONSES

Age 17	Being told what to do
Adults	No samples given

251 = OTHER UNACCEPTABLE RESPONSES

Age 17	It's keeping me out of trouble Kept me busy Eating the candy Good trade The food The store
Adults	It keeps me busy, I don't have time to lolligate around

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = DIRECT CONTRADICTION (SAME RESPONSE TO PARTS I AND J--MUST CODE BOTH 253)

Categories and sample responses are listed below.

254 = I LIKE THE JOB (SPECIFIC)

Age 17	The work I did The work itself All of it It's my thing I was brought up with it and well, you know, I like it
Adults	I like any work with medicine

255 = HAVING A JOB, SECURITY OF WORKING (GENERAL)

Age 17	The work Working I just like having a job
Adults	No samples given

256 = NOTHING

399 = I DON'T KNOW

SCORING GUIDE: PART J

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = JOB IS BORING, MONOTONOUS, REPETITIVE, DEHUMANIZING

Age 17	It gets boring It's dull Painting the same things over and over again I feel like a robot
Adults	No samples given

102 = NOT SATISFYING; FEELS OF NO HELP TO OTHERS (SENSE OF MANKIND); CONCERN FOR ENVIRONMENT OR PERSONAL ETHICS

Age 17	Some of the candy isn't made by the company but we have to say it is The boss was going to start selling beer
Adults	No samples given

103 = INSECURITY OF THE JOB

Age 17	The job isn't permanent when you finish you have to find another job When it rained we didn't get to work It's not steady
Adults	It's seasonal work

104 = NOT ENOUGH POWER, STATUS; NO OPPORTUNITY FOR ADVANCEMENT

Age 17	You can't advance any People think they are better than you just because of rank Idea of being a 'maid' Being low man on the stick, I have to do all the dirty work
Adults	Hard to advance Advancement opportunities are confined

105 = DOESN'T LIKE TO TAKE ORDERS; NOT ENOUGH INDEPENDENCE

Age 17	Being told what to do
Adults	Budget; quota Not professional enough. Can't go downtown or leave building on free periods

Categories and sample responses are listed below.

106 = TOO MUCH INDEPENDENCE

Age 17 No supervision
Aggravation of being your own boss
Adults No back-up personnel for my responsibilities or duties

107 = NOT ENOUGH CHALLENGE OR RESPONSIBILITY

Age 17 No chance to use talents
Waste of potential
Sitting around
They took the bigger sales away from me
It's not challenging
Adults Not enough work
Not originating my own work

108 = NO CHANCE TO IMPROVE ONE'S MIND

109 = TOO MUCH RESPONSIBILITY OR CHALLENGE

Age 17 The competition
It made me nervous
Going with different people who expect different ways of doing things
Work is sometimes very hard and must be done fast
You've got to watch yourself you can do something wrong easy
Adults The pressure
The hourly demand
Needs more help and has to do all by himself. There are supposed to be two to do job
At times pressure is a little more demanding than I like

Categories and sample responses are listed below.

111 = POOR WORKING CONDITIONS, HOURS, LOCATION, FRINGE BENEFITS

Age 17	I get dirty
	The working conditions were crowded, they had too much stock
	It doesn't smell too good
	The distance from home, travel to work
	It's noisy
	Getting paint in my hair
	Sun
	I don't like the hours
	Working in the rain
	Rats
	Having to get up so early
Adults	Class size too large
	Sometimes you aren't sure of your hours
	It is so far away
	The geographical area where the job is located - climate
	The physical structure of the place
	Bad equipment
	Machines breaking down
	Too many skinned knuckles
	The long hours

112 = PAY IS LOW

Age 17	The pay
	The pay is not too good
	Not enough pay
Adults	Don't like being paid every 2 weeks
	Money - lack of it
	No overtime pay for overtime hours
	A little bit slow in paying your wages
	Pay - very low

113 = TOO DANGEROUS

Age 17	Dangerous type work while trimming trees
	Hurt your back
	You can get hurt with glass
Adults	Health

Categories and sample responses are listed below.

114 = SPECIFIC DUTIES OR REQUIREMENTS OF THE JOB

Age 17	I don't like sanding patched parts
	The hair rules - you had to wear it under your hat
	Picking up residential garbage
	Peeling onions
	Having to cook on the grill
	End of the month statements
	Emptying the bed pans
	Pulling us in to clean the kitchen
Adults	Paper work
	Don't like changing machines
	Don't like doing someone else's repairs
	I disliked hurting people when I had to in my job
	Traveling

115 = NO RECOGNITION BY OTHERS

Age 17	No samples given
Adults	Disappointing job attitude towards teachers

116 = LOW QUALITY OR OVERPRICED PRODUCT OR SERVICE TURNED OUT ON THE JOB

Age 17	I don't like the food we serve
Adults	No samples given

117 = SEEING THE COMPANY OR MYSELF FAIL

Age 17	Not much business
	Not enough people coming in
Adults	Trying to keep alive a service that is not financially supported by public support

118 = INTERPERSONAL RELATIONS

Age 17	The way you're treated
	I was scared of the people around me
	The boss
	Prejudiced
	People's attitude is sometimes bad towards housekeepers
	Some of the other people that worked there
Adults	Co-workers
	Management
	I don't like all the problems that come from working with an administration
	Discrimination (black and whites) not me but against others
	They call in a mechanic but are slow in believing what he says
	I have a lot of people problems and can't seem to get some people motivated to work

Categories and sample responses are listed below.

119 = OTHER ACCEPTABLE RESPONSES

Age 17 The work is irritating
I'm in for 6 years
Adults Racial prejudice in terms of advancement

120-140 WERE USED ONLY FOR THOSE RESPONDENTS WHO INDICATED THAT THEIR MAIN JOB WAS THAT OF BEING A HOUSEWIFE OR HOMEMAKER.

120 = WORK IS REPETITIVE, BORING; WORK NEVER STAYS DONE

Age 17 No samples given
Adults I get a little bit bored at times
Cleaning things up and then an hour later it looks like a tornado hit it
Boring and lonesome
You can never catch up

121 = FEELING OF NOT BEING USEFUL IN THE SOCIETAL SENSE

Age 17 No samples given
Adults I don't like not taking advantage of my talents that I'm educated for.

122 = NO SENSE OF PERSONAL IDENTITY (IDENTITY ONLY IN RELATION TO OTHERS)

123 = NOT BEING OUT AMONG PEOPLE EVERYDAY; NOT HAVING ANOTHER ADULT TO TALK TO

Age 17 No samples given
Adults I don't like not having business things to talk about to my husband
I miss talking to adults. It seems I talk on the kid's level all the time

Categories and sample responses are listed below.

124 = BEING TAKEN ADVANTAGE OF; HUSBAND AND CHILDREN NOT HELPING ENOUGH

Age 17	My husband feels I should take responsibility of doing something I feel he should do, just because I'm home he thinks I have all the time to do things.
Adults	The demands that are made upon me I get tired of picking up things after people I don't like to be taken advantage of

125 = NO TIME FOR ONESELF; FEELS TIED DOWN, CAGED IN

Age 17	No samples given
Adults	You are tied down a bit

126 = FINANCIAL DEPENDENCE ON SOMEONE ELSE

Age 17	No samples given
Adults	I don't like not having any money of my own and having to beg for every cent Lack of spending money No immediate monetary compensation I don't get paid at least directly

127 = NO RECOGNITION FROM FAMILY

Age 17	No samples given
Adults	No prestige

128 = PHYSICAL CONDITIONS OF THE HOME

Age 17	No running water Sometimes it's cold here in the apartment
Adults	No water Cold Don't like this old apartment

129 = NO SENSE OF ACCOMPLISHMENT

130 = TAKING CARE OF THE FAMILY; RAISING AND TEACHING THE CHILDREN

Age 17	No samples given
Adults	Raise the kids, trying to know what's right for them Making my husband happy

131 = HOME DECORATING

Categories and sample responses are listed below.

132 = COOKING

Age 17	No samples given
Adults	Regular cooking, meals

133 = SEWING

Age 17	No samples given
Adults	Mending

134 = HOUSECLEANING

Age 17	No samples given
Adults	Vacuuming Some hard work, waxing my floor, vacuuming The scrubbing part Cleaning house

135 = IRONING

Age 17	No samples given
Adults	Don't like to iron

136 = YARDWORK, GARDENING, GROWING PLANTS

137 = WASHING DISHES

139 = OTHER HOUSEHOLD DUTIES

Age 17	No samples given
Adults	Running errands Defrosting refrigerator Cleaning oven

140 = OTHER ACCEPTABLE RESPONSES

Age 17	No samples given
Adults	Not having a husband to share responsibility

250 = GARBAGE

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 17	There wasn't much Almost anything Good trade The aggravation
Adults	Contract difficulties

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = DIRECT CONTRADICTION (SAME RESPONSE TO PARTS I AND J--MUST CODE BOTH 253)

254 = I DON'T LIKE THE JOB (SPECIFIC)

255 = HAVING A JOB (GENERAL)

256 = NOTHING

Age 17	No samples given
Adults	I don't really dislike anything about it

399 = I DON'T KNOW

SCORING GUIDE: PART L

Categories and sample responses are listed below.

00 = NO RESPONSE

01 = JOB IS INTERESTING

Age 17 I'd never had that experience before
It is not monotonous
The thrill of performing
Work is diverse
Adults No samples given

02 = WORTHWHILE (SOCIETAL SENSE); ETHICAL OR ENVIRONMENTAL CONCERNS

Age 17 Helping the handicapped
I felt like I was putting my time to good use
I'm doing my part for my country
I felt it was worthwhile to help them
Adults Doing something worthwhile for society
Seeing the kids learn something if you have a poor student and by the end of the year their grade has gone from a D to a B
Being able to help people
Accomplishment
Helping older people

03 = JOB IS SECURE

Age 17 Work is easy to find
There was always something to do
I could depend on being able to work
Adults No samples given

04 = POWER, PRESTIGE, STATUS; OPPORTUNITY FOR ADVANCEMENT

Age 17 It is rewarding when you advance
There's a chance for advancement
Adults My job has a lot of prestige, people in office look up to us

05 = INDEPENDENT WORK

Age 17 It was a small place and I worked there by myself
Adults No samples given

Categories and sample responses are listed below.

07 = CHALLENGE AND SENSE OF RESPONSIBILITY ON THE JOB

Age 17	Being a leader Responsibility of handling money Hard work
Adults	The challenge that's there Solving problems

08 = CHANCE FOR SELF IMPROVEMENT

Age 17	The experience with electrical wiring Learning how to do it I like to learn about the machines so I can do mechanical work I learned how to do a few new things The experience of working on cars
Adults	You learn something everyday about these new cars You always get the feeling that you're working for yourself rather than for somebody else The fact that I learn as I teach

09 = DOESN'T REQUIRE TAKING RESPONSIBILITY

Age 17	Easy work Don't do much
Adults	No samples given

10 = HAVING A JOB, SECURITY OF WORKING (GENERAL)

Age 17	Just being able to work rather than sit around The fact that I am working Just nice to be out there doing something The working itself
Adults	No samples given

11 = WORKING CONDITIONS, HOURS, LOCATION; FRINGE BENEFITS

Age 17	We get off at 5 pm You can rest when you want to The company benefits Machinery is good and easier to work with
Adults	No samples given

Categories and sample responses are listed below.

12 = THE PAY

Age 17	The money
	I had spending money to help pay my way through school
	Made good tips somedays
	I know I'm going to get that pay check every month
Adults	The money, the pay's good

14 = SPECIFIC DUTIES OR REQUIREMENTS OF THE JOB

Age 17	I liked taking impressions of teeth
	I like to drive them (trucks), I like to shift
	Stacking the bricks
	Picking up clothes out of the hall
	Driving a forklift
	Just carrying out the groceries
Adults	Being able to analyze their problems
	Reaching a solution to the problem
	Advising people on day to day matters
	Install electric cables
	Balancing the money
	To make house calls

15 = RECOGNITION BY OTHERS

Age 17	If I do a good job my boss tells me
	Appreciation
	The people seem to think I do okay
Adults	In the small company when you do something successfully, you receive some recognition or praise which is very rewarding
	Supervisor tells me I am making good progress
	A smile from someone
	When the patients say good things about me

Categories and sample responses are listed below.

16 = ABILITY TO PRODUCE A QUALITY PRODUCT OR JUST DOING BEST HE OR SHE CAN

Age 17	The way it looks when you get done painting
	Being able to see what I had done
	It looks good
	The quality of the product
	Made me feel good because I could do more than we were expected to do
	Knowledge I can do it right
	Building the business on your own, not having it handed to you
Adults	Completing something
	Seeing them progress and learn the subject of science better
	Job well done
	Accurate books
	Gives me a sense of satisfaction when I take good X-rays
	Knowing the produce counter looks nice
	Satisfaction of knowing I can do the work
	Sense of accomplishment

17 = SEEING THE COMPANY SUCCEED OR MYSELF SUCCEED

Age 17	Being on my own
	Being able to work and make my own living
	Seeing the trailers get sold
Adults	Seeing the company progress
	I like seeing the dealer progress
	It's good to see success in their lives

18 = INTERPERSONAL RELATIONS

Age 17	Meeting people, making friends
	The way people treat you
	Meeting the other kids
	I know I can get along with other people
Adults	Working with different people in the industry
	Meeting with people that have a problem
	He likes the people he works for
	Working with a lot of people in town

19 = OTHER ACCEPTABLE RESPONSES

Age 17	I helped put out a fire that almost burned the motel down
Adults	No samples given

20-40 WERE USED ONLY FOR THOSE RESPONDENTS WHO INDICATED THAT THEIR MAIN JOB WAS THAT OF BEING A HOUSEWIFE OR HOMEMAKER.

Categories and sample responses are listed below.

20 = WORK IS INTERESTING OR FUN

Age 17	No samples given
Adults	A new experience, its the first time I stayed home and maintained a home A new dimension

21 = SAVING MONEY BY PROVIDING FAMILY SERVICES, BEING OF USE TO THE FAMILY

Age 17	Being needed by my family
Adults	Making do with nothing to get something, using ingenuity Buying something on sale Planning things in the house so I have a little money left over

22 = ENJOYS BEING ABLE TO SPEND A LOT OF TIME WITH THE FAMILY

Age 17	I like being home with my children during the day. Play games with the kids Watching my kids develop.
Adults	Observing my daughter's growth, like taking her first step Enjoyable time spent with my daughter Watching my children grow Knowing that I'm home with my daughter and not shoving her in a day care center

23 = FREEDOM TO SET OWN HOURS; ENJOYS BEING OWN BOSS, ENJOYS RESPONSIBILITY

Age 17	I'm my own boss; Freedom to make my own decisions Responsibility of handling the budget. Not being so tired because I can do things as I want to do them and when I want.
Adults	No samples given

24 = ENJOYS A LACK OF RESPONSIBILITY

Age 17	Not having to face a grind everyday Staying at home is better than working
Adults	No samples given

Categories and sample responses are listed below.

25 = EXTRA TIME FOR OUTSIDE ACTIVITIES, HOBBIES AND FRIENDS; FREE TIME

Age 17	My outside activities, time for them; Free time visiting
Adults	I can entertain easier
	Time spent with my friends and neighbors
	Knowing that I have time to do things that I need to do
	Having free time to myself
	My hobbies
	Having time to devote to yard work
	Being able to ride my horse through the woods trails when I want to

26 = NOT HAVING TO WORRY ABOUT MONEY

27 = RECOGNITION FROM FAMILY MEMBERS OR OTHERS

Age 17	Love and affection my children demonstrate to me
	Doing something that is appreciated
Adults	Compliments from my friends on the way I keep house
	Like husband's approval
	Feeling yourself that you didn't do a good job but having someone tell you that you did
	Hear compliments on the kids
	Rewarding to know that your family appreciates you
	My husband really enjoys my cooking

28 = LIKES HOME ATMOSPHERE; BEING AT HOME

Age 17	Informal atmosphere
Adults	No samples given

29 = HAVING A SENSE OF ACCOMPLISHMENT, DOING HER BEST; FULFILLING MORAL OBLIGATION

Age 17	Feel like fulfilling my duties as mother and wife.
Adults	I like to know my kids are happy and can bring other kids into the home
	When you see everything done
	When everybody is happy, you're satisfied
	Knowing that I'm doing my best
	Expecting a baby

Categories and sample responses are listed below.

30 = TAKING CARE OF THE FAMILY; RAISING AND TEACHING THE CHILDREN

Age 17	Taking care of my son
Adults	I feel it handling my children Having ability to instill certain ideals into my children To take care of a family Knowing that my children are well-cared for Having dinner ready for my husband when he gets home

31 = HOME DECORATING

Age 17	No samples given
Adults	Decorating the house Making things for my home that are pretty and decorative Home improvements

32 = COOKING

Age 17	Canning Cooking
Adults	When something turns out right and it's good after you cook it To look at the full shelf of canning goods Planning meals

33 = SEWING

Age 17	No samples given
Adults	Finish crocheting work Sewing In sewing, something I have made

34 = HOUSECLEANING

Age 17	No samples given
Adults	Get great satisfaction out of getting my house real clean and neat

35 = IRONING

36 = YARDWORK, GARDENING, GROWING PLANTS

Age 17	No samples given
Adults	Garden work

37 = DISHES

Categories and sample responses are listed below.

38 = MAKING THE HOUSE A COMFORTABLE PLACE TO LIVE

Age 17 Like to feel my house is presentable for company to come over
Adults Being able to make my home a comfortable place for my family
Have everything nice and clean
People enjoy staying here

39 = OTHER HOUSEHOLD DUTIES

Age 17 Washing
Adults No samples given

40 = OTHER ACCEPTABLE RESPONSES

Age 17 No samples given
Adults Creativeness
And the money I make sewing for other people
Taking care of my pets

50 = GARBAGE

51 = OTHER UNACCEPTABLE RESPONSES

Age 17 Getting away from the house
It's a pretty good career
Adults Rewards you get from being a mother and wife

52 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

54 = I LIKE THE JOB

56 = NOTHING

99 = I DON'T KNOW

SCORING GUIDE: PART M

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = BE MORE DILIGENT; WORK FASTER

Age 17	Put more effort into it
	Watching the patients more closely
	I could paint faster
	Keep at it
	Work harder; take more interest; be a good worker; pay attention to what I'm doing; done it with more care or quality
	I could work longer hours
Adults	Demonstrate management potential
	I could budget my time better
	Be more efficient office administrator
	Get them (jobs) done on time
	Be more consistent and follow through

102 = PRACTICE; GAIN EXPERIENCE

Age 17	Your skill will just improve with your work
	Stay there for a long time and get experience which I plan to do
	Work there longer.
	Practiced typing
Adults	Get a little more diversified experience
	I think time put in on it. The more years you put in on it, the more you get used to a certain way of life

Categories and sample responses are listed below.

103 = MENTIONS TAKING A COURSE, OR SOME SORT OF FORMAL SCHOOLING

Age 17
- Take a training course in a technical school
- Get into a mechanics school
- Take business management
- Go to school
- Go back and finish high school
- Took masonry in school

Adults
- I would have majored in something more appropriate - I was not made aware of the job market
- Take seminars connected with my work
- Take a business course
- Keep going to school
- Inservice training
- Attend lectures
- Sign up for some kind of class, see how they decorate some room
- The lessons like sewing and cooking lessons
- Take an adult study course
- Go to meal planning lessons and learn to budget and to help more that way
- Taking courses in child care and development

104 = LEARNING SPECIFIC JOB SKILLS

Age 17
- Learning how to take temperatures
- Learn more about the rides and engines of the cars
- Learn the cash register
- Learn how to cook better
- Learn how to set up the machine and take it apart

Adults
- More training in electrical and plumbing
- I could learn a foreign language
- Greater technical analysis of historical trading pattern
- Take shorthand
- Read trade journal
- Learning interior decorating
- Learning to cook new recipes
- Should know how to iron better
- I could learn to budget my time

Categories and sample responses are listed below.

105 = GENERAL REFERENCE TO LEARNING OR EDUCATION, GENERAL METHOD OF OBTAININ INFORMATION

Age 17 I could have stayed longer and learned more about it
Read up about it and talk to people
Learn more
I could have had a little more knowledge before I started
Pay close attention to the welder
More training
Ask a lot of questions
Adults If I could observe other similar operations to see faults in mine
Greater collection of current trading patterns
More study on new equipment and ideas. Even on old ones just more study
Stay on top of advances
Only as the job training would further that job
Study and read more
Cut recipes out all the time

106 = DEVELOP SKILLS IN INTERPERSONAL RELATIONS

Age 17 I guess I could try to understand people more
Not to get so upset about people who aren't polite
Work harder at impressing people
Adults Get along with my superiors

107 = CHANGE MY ATTITUDE

Age 17 Learn to control my temper a little better
Keeping my temper down
Try to take the job more seriously
Adults Show conscientiousness and effort on the job
Be more understanding
Get rid of some of my stubborness and learn to conform to the bank's policies
Learn to be more patient
An open mind about change and transition.

108 = USE MY CREATIVITY; BE RESOURCEFUL

Age 17 Have your own little special system
Adults I have suggested things to make the job faster
Learn to use what time I have in better ways
I get new recipes from friends and try them

Categories and sample responses are listed below.

109 = GET ADVICE FROM SOMEONE ON THE JOB OR A PROFESSIONAL

Age 17 Ask my supervisor
Ask a psychologist
I talk to people who know the business
Adults Exposure to somebody else's methods
Be observed by someone else to sharpen up my skills
I ask a lot of questions of people who have been in the business for a while
Discussing problems with friends and professional people

110 = GET (MORE, BETTER) MY OWN TOOLS

Age 17 Have more tools of own to learn how to use more tools
Adults I'm getting a larger trailer and I'm hoping this will improve my volume
How about buying new appliances, like a dishwasher that would improve my skill
Invest my profits in a better dog (she breeds dogs)
Fixing a room with better equipment for the children

111 = TRY TO GET ANOTHER JOB

Age 17 Increase the geographic area, I am looking in for a job
Leave and go to another area, New York
Like to fill out an application at builders' employees
Do more looking for work
I could have tried to find another job to get more experience
Keep looking for other types of jobs
Adults No samples given

112 = TAKE A TEST

Age 17 No samples given
Adults I took a test yesterday to prepare me for a better job

113 = OTHER ACCEPTABLE RESPONSES

Age 17 Change my appearance, cut my hair
Join the union
Wear uniforms
Adults Get into a housing project
If I had more land
Travel, join the union
Get my left arm repaired
Get certification
Getting my license so I can get more children (babysitter)

250 = GARBAGE

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 17	I worked at the hospital
	Gain rank
	Get out
Adults	I have no desire to advance to a better job

252 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

253 = MISINTERPRETS QUESTION: GIVES THE FIELD HE WOULD LIKE TO GO INTO

Age 17	Putting up a cyclone fence
	I can do body and repair work
Adults	No samples given

254 = AGE

Age 17	Without age you can't get much of a job nowadays
	Age has something to do with it you have to be older to get promoted
	My age holds me back now but I can go up
Adults	No samples given

256 = NOTHING

399 = I DON'T KNOW

Comments for Parts A through C:

Turn on tape recorder.

A. Have you ever tried to get a part-time or summer job?

○ Yes (Go to B)

○ No (Go to C)

○ I don't know. (Go to C)

○ No response (Go to C)

B. Why?

○ I don't know.

○ No response

	A-C	B
○	○	○○
○	○	○○
○	○	○○
○	○	○○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○

Comments for Parts C through O: ______________________________

____

____

C. Have you ever had a job outside your own home for which you received PAY?

○ Yes (Go to D)
○ No (Go to H)
○ I don't know. (Go to H)
○ No response (Go to H)

D. What kind of PAID job, outside your own home, do you now have or have you had MOST RECENTLY?

Clarify if necessary. If answer is something like "clerk" ask, "What kind of business was that for?" If answer is something like "I worked on a farm" . . . "at a store" . . . "for my uncle" ask, "What did you do?"

____

____

E. How long (have you done/did you do) this job FOR PAY?

Try to get an answer in terms of a definite unit of time such as: one day, two months, a year and a half, etc.

____

____

F. Did you work at this job FOR PAY
(Read all the following)

	Yes	No	I don't know.	No Response
before or after school during the school year?	○	○	○	○
during school hours?	○	○	○	○
on weekends during the school year?	○	○	○	○
during vacations such as summer or Christmas?	○	○	○	○

G. What other jobs, outside your own home, have you had FOR PAY?

Clarify if necessary. See Part D.

1. ______________________________

____

2. ______________________________

____

H. Have you ever had a job outside your own home for which you received NO PAY?

○ Yes (Go to I)
○ No (Go to N)
○ I don't know. (Go to N)
○ No response (Go to N)

I. What kind of UNPAID job outside your own home do you do, or have you done most recently?

Clarify if necessary. See Part D.

____

____

J. **Did you do this job without pay VOLUNTARILY?** That is, did you decide to do it on your own?

○ Yes
○ No
○ I don't know.
○ No response

K. How long (have you done/did you do) this job WITHOUT PAY?

Try to get an answer in terms of a definite unit of time, such as: one day, two months, a year and a half, etc.

L. Did you work on this job WITHOUT PAY
(Read all the following)

	Yes	No	I don't know.	No Response
before or after school during the school year?	○	○	○	○
during school hours?	○	○	○	○
on weekends during the school year?	○	○	○	○
during school vacations such as summer or Christmas?	○	○	○	○

M. What other UNPAID jobs outside your own home have you had?

Clarify if necessary. See Part D.

1.

2.

N. What kind of tasks or chores do you do AT HOME?

○ None (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

1.

2.

3.

O. Do you ever receive pay for work done AT HOME?

○ Yes
○ No
○ I don't know.
○ No response

Exercise #: R200001

NAEP #: 200001-I

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap: 17
Package-Exercise: 17-15

Timing: (in seconds) *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = STRIVE FOR ECONOMIC INDEPENDENCE
To make money
For money and something to do
Money
So I can buy clothes and help family with bills - food and all that
Cause I wanted spending money
Well, money for college

11 = VALUES OR ENJOYS WORK; TO HELP OTHERS; BECAUSE I WAS NEEDED
I like working
I like to work and keep busy
I enjoy it

12 = TO LEARN ABOUT THE JOB; TO IMPROVE CAREER CAPABILITIES; EXPERIENCE
Cause it will help me with my career
So when I get older I'll have a better chance to get a job
Well, I think it was mostly for experience
Teach me a lot more about the business and how it's run
For the job experience (and the money)

13 = TO DEVELOP INTERPERSONAL SKILLS; I LIKE KIDS
I enjoy people

14 = OTHER ACCEPTABLE RESPONSES: TO HELP STAY IN SHAPE, ETC.
I needed the hours for a Distributive Education Course
Assume responsibilities
Do more things on my own rather than depending on my mother and father

20 = GARBAGE
No samples given

21 = OTHER UNACCEPTABLE RESPONSES
Mostly my mother forced me into it
I had nothing else to do
Didn't have anything to do around our place
When I was off track I was bored

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories are listed below.

Jobs

Categories of Occupations

PROFESSIONAL AND TECHNICAL

101 = ARTIST, ENTERTAINER, MUSICIAN, PHOTOGRAPHER

102 = WRITER, JOURNALIST, EDITOR, REPORTER, RADIO ANNOUNCER

103 = TEACHER, PROFESSOR, LIBRARIAN, EDUCATOR, WORKING WITH RETARDED, NURSERY SCHOOL TEACHER

104 = SOCIAL WORKER, CLERGYMAN

105 = DOCTOR, DENTIST, VETERINARIAN, CHIROPRACTOR, PSYCHIATRIST, OPTHALMOLOGIST

106 = REGISTERED NURSE, PHARMACIST, DIETICIAN, PHYSICAL THERAPIST, OPTOMETRIST, WORK WITH HANDICAPPED

107 = MEDICAL OR DENTAL TECHNICIAN, X-RAY TECHNICIAN, LAB ASSISTANT IN CHEMISTRY

108 = NATURAL SCIENTIST, MATHEMATICIAN, ENGINEER, ARCHITECT, CHEMIST, PHYSICIST, GEOLOGIST, ARCHEOLOGIST, ZOO KEEPER OCEANOGRAPHER

109 = DRAFTSMAN, SURVEYOR, ELECTRONIC TECHNICIAN, COMPUTER PROGRAMMER, RADIO OPERATOR, AIR TRAFFIC CONTROLLER

110 = LAWYER, JUDGE

111 = RECREATION PROFESSIONAL, COACH, SPORTS INSTRUCTOR, BOXER, BASEBALL PLAYER, HORSE TRAINER, DEEP-SEA DIVER, ANIMAL TRAINER, JOCKEY, MOTORCYCLE RACER

112 = TUTOR IN EDUCATION, SCOUT LEADER

113 = OTHER PROFESSIONALS OF TECHNICAL WORKERS: FUNERAL DIRECTOR, FORESTER, AIRPLANE PILOT, ACCOUNTANT, PERSONNEL WORKER, NAVIGATOR, GEOGRAPHER, TRANSLATOR, INTERIOR DECORATOR, ANTHROPOLOGIST, CONSERVATIONIST, SOCIAL SCIENTIST, ECONOMIST, FLIGHT DIRECTOR, PSYCHOLOGIST, COUNSELOR

114 = FARMER, FARM MANAGER: DOG BREEDER, OWN KENNEL KEEPER, FLORIST, HORTICULTURIST

115 = FARM LABORERS: FOREMAN, BEAN WALKER, CHERRY PICKER, WORK ON A FARM OR RANCH

116 = OWNER OF A BUSINESS: CONTRACTOR, RESTAURANT OWNER

MANAGERS OR ADMINISTRATORS

117 = GOVERNMENT OFFICIAL, POLITICIAN

118 = MANAGER OR ASSISTANT MANAGER OF A STORE, DEPT. HEAD IN A STORE, CREDIT MANAGER

119 = BUYER, PURCHASING AGENT

120 = OTHER MANAGERS OR ADMINISTRATORS: POSTMASTER, UNION OFFICIAL, SHIP PILOT, PRINCIPAL, BANKER, GAME WARDEN, ANTIQUE DEALER, SCHOOL BOARD, RACKETEER, TREASURER

CLERICAL

121 = OFFICE WORKERS: SECRETARY, TYPIST, STENOGRAPHER, BOOKKEEPER, PAYROLL CLERK, RECEPTIONIST, FILE CLERK

122 = OTHER CLERICAL WORKERS: KEY PUNCH OPERATOR, BANK TELLER, CASHIER, LIBRARY ASSISTANT, INSURANCE INVESTIGATOR, SHIPPING CLERK, SWITCHBOARD OPERATOR, TICKET AGENT, MAIL CARRIER, STOCK CLERK, WORK IN LIBRARY, WORK IN MEDIA CENTER, TRAVEL AGENT, CLERK

SALES

123 = PROFESSIONAL SALES WORKERS: INSURANCE AGENT, BROKER, REAL ESTATE AGENT, STOCK OR BOND SALESMAN

124 = OTHER SALES WORKERS: SALESMAN, DEMONSTRATOR, SALES CLERK, ADVERTISING AGENT, AUCTIONEER

CRAFTSMAN

125 = BUILDING TRADES: CARPENTER, BRICKMASON, TILE SETTER, ELECTRICIAN, PAINTER (CONSTRUCTION ONLY), PLASTERER, PLUMBER, ROOFER, HEAVY MACHINE OPERATOR, CARPET LAYER

126 = MECHANICS AND METAL WORKERS: BLACKSMITH, MACHINIST, CAR OR AIRPLANE MECHANIC, RADIO OR TV REPAIRMAN, APPLIANCE REPAIRMAN, TINSMITH, TOOLMAKER, WORKS ON CARS, TOOL AND DIE

127 = OTHER CRAFTSMEN: BAKER, INSPECTOR, TELEPHONE LINEMAN, OPTICIAN, SHOE REPAIRMAN, TAILOR, RAILROAD ENGINEER, PRINTER

128 = MILITARY (UNLESS OTHERWISE CLASSIFIED)

OPERATIVES AND APPRENTICES

129 = APPRENTICES TO A CRAFTSMAN

130 = TRANSPORTATION: CAB DRIVER, BUS DRIVER, TRUCK DRIVER, AMBULANCE DRIVER, DELIVERYMAN, BOATMAN, TRACTOR DRIVER

131 = OTHER OPERATIVES: ASSEMBLER, ASSEMBLYLINE WORKER, SEAMSTRESS, LAUNDRY OPERATIVES, MINER, PACKER, WRAPPER, PAINTER, WELDER, MEAT CUTTER, GAS STATION ATTENDANT, FACTORY WORKER, STEEL WORKER, "HAULING", OIL RIG

SERVICE WORKERS

132 = PROTECTIVE SERVICE: POLICEMAN, FIREMAN, GUARD, LIFEGUARD, SHERIFF, DETECTIVE, FOREST RANGER

133 = MEDICAL ATTENDANT: PRACTICAL NURSE, NURSE'S AID, ORDERLY, HOSPITAL ATTENDANT, CANDY STRIPER (VOLUNTEER)

134 = HAIRDRESSER, BARBER, COSMETOLOGIST

135 = BABYSITTER, NURSERY SCHOOL ATTENDANT

136 = COOK

137 = AIRLINE STEWARDESS, FLIGHT ATTENDANT

138 = MODEL

139 = PAPER ROUTE

140 = WAITER, WAITRESS, BARTENDER, CAR HOP

141 = DO WASHINGS, TAKE IN IRONINGS (FOR PRIVATE HOUSEHOLD)

142 = MAID, JANITOR, CLEANING LADY, WINDOW WASHER, HOUSEWORK, WORK AROUND THE HOUSE (GARAGE)

143 = USHER, ELEVATOR OPERATOR, RESTAURANT HOSTESS, PATROL LADY

144 = PORTER, GOLF CADDY, CARRY-OUT BOY, GROCERY BAGGER, BELLBOY

145 = ATTENDANTS: COAT CHECK GIRL, SKATING RINK ATTENDANT, BAT BOY, LOCKER ROOM ATTENDANT, ALTAR BOY, BINGO ATTENDANT, CONCESSION ATTENDANT, PIN SETTER, SWIMMING POOL ATTENDANT, TICKET TAKER, ICE CREAM SCOOPER

146 = DISHWASHER, BUS BOY

147 = SHOE SHINE BOY, MANICURIST, VALET, WARDROBE MISTRESS, MAKE-UP MAN

148 = OTHER SERVICE WORKERS: TOUR GUIDE, HOUSEMOTHER, PAGE, ERRAND BOY, CAMP COUNSELOR, TEACHERS AID, WALK DOGS, WORK IN SCHOOL OFFICE, SERVER AT AUCTIONS, CARETAKER, CATERING, TAKE CARE OF PETS

LABORERS

149 = OUTDOOR WORK: GARDENER, SNOW SHOVELER, LAWN MOWER, LEAF RAKER, CLEANING THE YARD

150 = FISHERMAN, TRAPPER

151 = OTHER LABORERS: CARPENTER'S ASSISTANT, CONSTRUCTION LABORER, CAR WASHER, GROOM, GARBAGE COLLECTOR, LONGSHOREMAN, HANDYMAN, LUMBERMAN, STOCK BOY, CAR GREASER, DOCK BOY, TAKING A BOAT OUT, LOGGER, TAKE OUT THE GARBAGE, GARBAGE COLLECTOR, ODD JOBS AROUND THE HOUSE, CITY STREET WORKER, KENNEL KEEPER

OTHER

152 = HOUSEWIFE, HOMEMAKER

153 = STUDENT

156 = OTHER ACCEPTABLE RESPONSES: MEASURE RAIN, COLLECT PAPERS FOR RECYCLING, TAKING THIS TEST, GAMBLER

157 = DOOR-TO-DOOR COLLECTION, DISTRIBUTION, CHEERING UP, CARNIVAL IN BACKYARD

160 = BUSINESS, INSURANCE, WORK IN BANK, BANKING

161 = MEDICINE

162 = GOVERNMENT WORK

163 = CONSTRUCTION

164 = PEACE CORPS, VISTA, RED CROSS

290 = GARBAGE

291 = OTHER UNACCEPTABLE: WORK AT ..., RESTAURANT, MACDONALDS, DAIRY QUEEN, WORKING WITH ANIMALS, COMMUNITY WORK

292 = "NONE"

399 = I DON'T KNOW

SCORING GUIDE: PART E

Categories are listed below.

0 = NO RESPONSE

1 = 2 YEARS OR MORE

2 = 1 YEAR UP TO 1.99 YEARS

3 = 4 MONTHS UP TO .99 YEAR

4 = 2 MONTHS UP TO 3.99 MONTHS

5 = 2 WEEKS UP TO 1.99 MONTHS

6 = LESS THAN 2 WEEKS

7 = TOO VAGUE TO TELL

9 = I DON'T KNOW

SCORING GUIDE: PART G AND I

See Categories of Occupations in PART D.

SCORING GUIDE: PART K

Categories are listed below.

0 = NO RESPONSE

1 = 2 YEARS OR MORE

2 = 1 YEAR UP TO 1.99 YEARS

3 = 4 MONTHS UP TO .99 YEAR

4 = 2 MONTHS UP TO 3.99 MONTHS

5 = 2 WEEKS UP TO 1.99 MONTHS

6 = LESS THAN 2 WEEKS

7 = TOO VAGUE TO TELL

9 = I DON'T KNOW

SCORING GUIDE: PART M

See Categories of Occupations in PART D.

SCORING GUIDE: PART N

Categories are listed below.

00 = NO RESPONSE

10 = CLEAN UP, CLEAN THE HOUSE, VACUUM, CLEAN MY ROOM, SWEEP, DUST

11 = DO THE DISHES

12 = WASH, IRON OR FOLD CLOTHES

13 = CARRY OUT TRASH OR GARBAGE

14 = BABYSIT

15 = CARE FOR PETS, FEED DOG, CLEAN CAT'S BOX, WASH DOG

16 = YARD OR GARDEN WORK

17 = PAINT ROOM, PAINT HOUSE, ETC.

18 = BUILDING OR CONSTRUCTION WORK
ROOFING, CONCRETE WORK, PUT SCREEN ON A DOOR, ETC.

19 = MECHANICAL WORK
ON CARS, FIX LOCK, WORK ON WASHING MACHINE, ETC.

20 = WASH CAR

21 = FARM WORK, VEGETABLE GARDEN

22 = COOK

24 = OTHER HOME CHORES

25 = GARBAGE

26 = OTHER UNACCEPTABLE RESPONSES

27 = NONE

39 = I DON'T KNOW

What work do you do to help out at home?

224

22 STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

2-200002-1d.2.3

Exercise #: R200002

NAEP #: 200002-NTS

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	Read Aloud
	13	Tape/Text
	17	Tape/Text

Overlap:	9	13	17
Package-Exercise:	11-08	02-01	02-01
Timing: (in seconds)			
Stimulus:	*	3	3
Response:	*	57	57
Exercise Total:	*	60	60

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = GIVES A SPECIFIC WAY OF HELPING OR A SPECIFIC PART OF A SUBJECT AREA

Age 9
- Dust and clean
- Take out the garbage
- Clean the den and the kitchen
- Sweep
- I clean my room
- I feed the dog
- Set the table
- I make my bed
- Wash the dishes every night
- Walk my dog
- I pick up the dog droppings
- I helped putting points and plugs in our car

Age 13
- I clean the kitchen
- Cut the grass
- Take out the trash
- Help take care of the babies and my younger sisters and brothers when they need help
- Dust the furniture
- Clean my room everyday
- I vacuum
- I put the dishes in and out of the dishwasher
- Make sure all the bicycles are working
- I gatner the eggs
- Help my dad in the field
- Weed the garden
- Set the table
- Feed dogs and cats
- Wash car and truck
- Put groceries away
- Help fix meals
- Wash clothes
- I do the chores

20 = GARBAGE

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE RESPONSES

Age 9	Color Play an organ I usually do math Read books
Age 13	Try to get along with my brother and sisters Work hard at school Keep my self looking pretty Learn to do my math Homework

22 = NOTHING

23 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

Comments:

____

____

____

A. Have you ever taken any courses such as correspondence courses, on-the-job training or adult education courses?

○ Yes (Go to B)
○ No (End the exercise)
○ I don't know. (End the exercise)
○ No response (End the exercise)

B. Did one of these courses help you in your present or past work in any way?

○ Yes (Go to C)
○ No (End the exercise)
○ I don't know. (Go to C)
○ No response (End the exercise)

(Continued)

C. What was the course or training about?

○ I don't know. (End the exercise)

○ No response (End the exercise)

D. How did it or could it have helped you in your work?

○ I don't know.

○ No response

C		D	
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
	○		○
	○		○
	○		○
	○		○
	○		○
	○		○

Exercise #: R200012

NAEP #: 200012-A

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Interview
Stimulus Type: Read Aloud

	Adult
Overlap:	
Package-Exercise:	03-06
Timing: (in seconds)	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART C

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = CLERICAL OR OFFICE TRAINING

Shorthand
Training class on motor vehicle registration
Typing and shorthand
Taught me how to do the work of a secretary of nursing services in the hospital
Typing (night school)
Postal clerk training

102 = DATA MANAGEMENT TRAINING (COMPUTER PROGRAMMING)

Computer programmer
Data processing fundamentals
Data processing principles

103 = FINANCE OR ACCOUNTING TRAINING

On the job training at the bank
Classes on bank operation
Income tax preparation course
Finance company has on the job training
Financial management class which was part of my training at G.E.

104 = SALES TRAINING

105 = MANAGEMENT OR SUPERVISORY, ADMINISTRATION, OR PERSONNEL TRAINING (EXCEPT PROFESSION DEGREE PROGRAMS)

Inventory management specialist course

106 = CARPENTRY, CABINET MAKING, AND MASONRY TRAINING

Carpentry

107 = PLUMBING, HEATING AND AIR CONDITIONING TRAINING

Categories and sample responses are listed below.

- 108 = METAL WORKING TRAINING
  - Tool and dye making
  - Welding seminar

- 109 = HEAVY EQUIPMENT AND TRUCK OPERATION TRAINING
  - Truck driving

- 110 = FACTORY MACHINE OPERATION TRAINING

- 111 = ELECTRICAL OR ELECTRONICS AND APPLIANCE REPAIR TRAINING
  - Electronics
  - Electronics - communications

- 112 = MECHANICAL TRAINING (AUTO, AIRCRAFT, TRUCK AND ENGINE)
  - Diesel engines
  - Mechanical work (auto)
  - Automotive air conditioning service
  - Mechanics

- 113 = ENGINEERING RELATED TECHNICAL TRAINING
  - On job training as a geodetic surveyor
  - Drafting
  - Basic hydraulic class

- 114 = AGRICULTURAL TRAINING

- 115 = FORESTRY, WILDLIFE, RECREATION AND ECOLOGY TRAINING
  - Wildlife management

- 116 = HOME ECONOMICS TRAINING
  - Interior decorating
  - Fabric identification
  - Cooking

Categories and sample responses are listed below.

117 = HEALTH SERVICES TRAINING (EXCEPT PROFESSIONALS SUCH AS MD, DDS, ETC.)

Dental assistant
Vocational nursing

118 = PERSONAL AND PUBLIC SERVICE TRAINING

Security and investigation
Probation work
Law enforcement
Hair styling, hair coloring
Drug abuse

119 = ART OR MUSICAL TRAINING

120 = GENERAL EDUCATION (HIGH SCHOOL, GED, ETC.)

Course in military history
Personal growth and communication with others
Course on logic
Course in calculus
Dale Carnegie type course
Math course in physics
Reading class, comprehension
Public speaking
English literature
Statistical compiling

121 = TEACHING METHODS OR TRAINING

Testing young children a developmental test - school readiness
Theories of education
History of American education
Teaching - ways to teach
Pre-school education

122 = PROFESSIONAL SPECIALTIES - ADVANCED OR PROFESSIONAL DEGREES OR PROFESSIONAL CERTIFICATION

123 = PHYSICAL OR ATHLETIC TRAINING

Swimming
It has a great deal to do with managing my house, it was called slimnastics and I feel I was toning both physically and mentally

Categories and sample responses are listed below.

124 = HOBBIES

Home decorating ceramics

125 = OTHER ACCEPTABLE RESPONSES

Piano tuner and technician
Mining - gold mine
Mining lab technician

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES

On the job training
Training - always pertaining to the job at the time
Fixed station technical control - U.S. Army

252 = NOTHING

399 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = IMPROVED SKILLS, KNOWLEDGE ETC. FOR MY JOB OR WORK

I learned all office procedures
I must know fabric to do my job well
Improved my skills
By giving me practical experience and ways of working with kids and presenting material to them
Made me familiar with oil field terminology
Helped me communicate better with the public, gave me self confidence in front of a group
Informing me in the basic technical skills
Taught me office routine and job requirements
It provided me with the tools to apply statistical analysis
It gave me ideas on what to teach the children in school

11 = FULFILLED REQUIREMENTS TO KEEP JOB, GET PROMOTION OR A NEW JOB

Could have created my own job
Prepared me for work with wildlife sanctuaries
Had to have it to obtain the job of mining
Prepared me for the work I had to do
Helped me to qualify for a promotion
Got me my present job
It could help me get a better job

12 = GENERALLY PERSONALLY USEFUL (NOT NECESSARILY USEFUL ON THE JOB)

It's good to know accounting, it hasn't really helped me yet, but it will in the future
Help preparing own equipment
Saved my life
It helped me in the things I do from day to day
Better understanding of people and myself
Figuring my income tax

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE RESPONSES

Did not help

39 = I DON'T KNOW

List any lessons, training or courses you have taken outside of regular school. These can include lessons taken during summer school, summer camps, special classes, music or art lessons, and so forth.

(1) ____

(2) ____

(3) ____

(4) ____

(5) ____

237

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

	(1)			(2)			(3)			(4)			(5)		
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○		○	○		○	○		○	○		○	○		○	○
○		○	○		○	○		○	○		○	○		○	○
○		○	○		○	○		○	○		○	○		○	○
○		○	○		○	○		○	○		○	○		○	○
○		○	○		○	○		○	○		○	○		○	○
○		○	○		○	○		○	○		○	○		○	○

2-200016-1,2,3

Exercise #: R200016

NAEP #: 200016-NTS

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	9	13	17
Package-Exercise:	01-01	03-01	03-01
Timing: (in seconds)			
Stimulus:	15	15	14
Response:	76	75	76
Exercise Total:	91	90	90

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = GAMES

Age 9	Scrabble
	Checkers
Age 13	Outdoor games
	Box games
	Card games
Age 17	No samples given

102 = GROUP SPORTS

Age 9	Football
	Racing
	Pompon poloway
	Kickball
Age 13	Sports
	Basketball, camp
	Wrestling, camp
	Tennis
	Baseball course
	Football
	Summer recreation
Age 17	P.E.
	Basketball camp
	Baseball lessons
	Tennis lessons

103 = INDIVIDUAL SPORTS

Age 9	Fishing
Age 13	Swimming lessons
	Summer camping
	Horseback riding
	Skating
	Safety hunting course
	Gymnastics
	Self protection
	Golf class
	Archery
	Hiking
	Yoga
	Camping lessons
Age 17	Track and field
	Canoeing
	Horseback riding
	Water skiing

Categories and sample responses are listed below.

104 = MUSICAL OR ARTISTIC ACTIVITIES

Age 9	Music
	Piano lessons
	Art
	Ballet lessons
	Trumpet
Age 13	Song practice
	Summer band
	Flute lessons
	Acting
	Chorus
	Music lessons for clarinet
	I have taken music lessons
	Graphic arts
	Violin lessons
	Art
Age 17	Music lessons
	Piano and organ lessons
	Commercial photography
	Clarinet
	Dramatics
	Dancing
	Art
	Choir member
	Vocal lessons

105 = HOBBIES AND CRAFTS

Age 9	Arts and crafts
	Pottery
	Wood burning
Age 13	Arts and crafts
	Bee keeping
	Knitting
	Taxidermy
	Coin club
	Woodshop
	Fixing engines
Age 17	Electronics
	Mechanics
	Ceramics
	Crafts at summer camp
	Carpentry
	Leather class
	Woodwork

Categories and sample responses are listed below.

106 = SCHOOL OR ACADEMIC AREAS

Age 9	Summer school
	Science
	Reading a map
	Improved reading skills
	Math
Age 13	Reading lessons
	Math lessons
	English lessons
	Summer school
	Nature studies
	Science
Age 17	Accounting
	Math at summer school
	Science
	Reading lessons
	History
	Summer school

107 = HOUSEHOLD SKILLS

Age 9	Cooking
Age 13	Mow lawns
	Sewing
	Homemaking
	Cooking
Age 17	Sewing and cooking lessons
	Sewing lessons at summer school

108 = NAMES AN ORGANIZATION - NO MENTION OF ACTIVITY

Age 9	Camp
	Summer lessons
	Girl scouts
	Day camp
	Cub scouts
	Hebrew school
Age 13	Boys club
	4-H club
	In summer camp I learned a lot
	Church camp
	Scouts
Age 17	Boy Scouts
	4-H club activities
	Girl Scouts
	Bible school Bible school camp
	Summer camp
	Community Service

Categories and sample responses are listed below.

109 = OTHER ACCEPTABLE RESPONSES

Age 9	Social lessons
	Selling something
	Public library
	Mouth to mouth resuscitation
	Certain jobs - I asked my father how to help him shovel snow I ask my friends for help in games
	Satety course
Age 13	Majorette
	Baton twirling
	I learned how to sell and repair sewing machines
	Junior life saving lessons
	Cheer leading
Age 17	Life saving
	Farming
	Selling parts for tractors
	Trade school
	Mechanical drawing
	Advanced first aid with National Ski Patrol
	Baton lessons
	Drill team camp
	Nurse aide
	Drivers education
	Cheerleading camp
	Charm school

250 = GARBAGE

Age 9	No samples given
Age 13	I do Mlls.
	I go to lsena
	I go to pese
Age 17	No samples given

251 = OTHER UNACCEPTABLE RESPONSES

Age 9	Learning to play games
	Learning to walk across streets
	Shouting
	Special classes
	School
Age 13	Working
	Jobs
	Paper job
	Work in a store
	I read books during the summer
Age 17	Working with television

Categories and sample responses are listed below.

252 = NONE; HAVEN'T TAKEN ANY

Age 9	No samples given
Age 13	I didn't have any
	None
	Haven't taken any
Age 17	No samples given

253 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

399 = I DON'T KNOW

A. Have you ever visited a dairy?

○ Yes
○ No

○ I don't know.

B. Have you ever visited a newspaper plant?

○ Yes
○ No

○ I don't know.

C. Have you ever visited a museum?

○ Yes
○ No

○ I don't know.

D. Have you ever visited a zoo?

○ Yes
○ No

○ I don't know.

○
○
○
○
○
○
○
○
○
○

STOP DO NOT CONTINUE
UNTIL TOLD TO DO S

(Continued)

E. Have you ever visited a planetarium or an observatory?

○ Yes

○ No

○ I don't know.

F. Have you ever visited an aquarium?

○ Yes

○ No

○ I don't know.

G. Have you ever visited a factory?

○ Yes

○ No

○ I don't know.

H. Have you ever visited a college?

○ Yes

○ No

○ I don't know.

245 STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

(Continued)

I. Have you ever visited a farm?

○ Yes

○ No

○ I don't know.

J. Have you ever visited a library?

○ Yes

○ No

○ I don't know.

K. Have you ever visited an airport?

○ Yes

○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R200018

NAEP #: 200018-NT

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:		9	13
Package-Exercise:		05-04	14-03
Timing: (in seconds)			
Part A	Stimulus:	6	6
	Response:	3	2
	I Don't Know	9	9
	Total:	18	17
Part B	Stimulus:	6	6
	Response:	3	2
	I Don't Know	5	5
	Total:	14	13
Part C	Stimulus:	6	6
	Response:	2	2
	I Don't Know	5	5
	Total:	13	13
Part D	Stimulus:	6	5
	Response:	2	2
	I Don't Know	5	5
	Total:	13	12
Part E	Stimulus:	6	6
	Response:	2	3
	I Don't Know	4	5
	Total:	12	14
Part F	Stimulus:	6	6
	Response:	2	2
	I Don't Know	5	5
	Total:	13	13
Part G	Stimulus:	6	7
	Response:	2	3
	I Don't Know	5	5
	Total:	13	15
Part H	Stimulus:	6	6
	Response:	2	2
	I Don't Know	4	5
	Total:	12	13
Part I	Stimulus:	5	5
	Response:	2	2
	I Don't Know	4	5
	Total:	11	12

Part J	Stimulus:	7	6
	Response:	2	3
	I Don't Know	5	5
	Total:	14	14
Part K	Stimulus:	7	7
	Response:	2	2
	I Don't Know	6	7
	Total:	15	16
Exercise Total:		148	152

Which of the things on this and the following six pages have you done by yourself without help?

A. Have you baby sat without help?

○ Yes
○ No

○ I don't know.

B. Have you baked a cake or pie without help?

○ Yes
○ No

○ I don't know.

C. Have you built something out of wood without help?

○ Yes
○ No

○ I don't know.

○
○
○
○
○
○
○
○
○
○
○

2-200019-1.2

249

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

(Continued)

D. Have you carved something out of wood or soap without help?

○ Yes

○ No

○ I don't know.

E. Have you changed sheets on a bed without help?

○ Yes

○ No

○ I don't know.

F. Have you cooked a complete meal for your family without help?

○ Yes

○ No

○ I don't know.

G. Have you designed something to make without help?

○ Yes

○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

H. Have you drawn a map without help?

○ Yes
○ No

○ I don't know.

I. Have you invented a game without help?

○ Yes
○ No

○ I don't know.

J. Have you ironed clothes without help?

○ Yes
○ No

○ I don't know.

K. Have you knit without help?

○ Yes
○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

L. Have you made a toy without help?

○ Yes

○ No

○ I don't know.

M. Have you made clothing for yourself without help?

○ Yes

○ No

○ I don't know.

N. Have you painted some object (not a picture) without help?

○ Yes

○ No

○ I don't know.

O. Have you planted vegetables or flowers without help?

○ Yes

○ No

○ I don't know.

252

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO

(Continued)

P. Have you put batteries in a flashlight without help?

○ Yes
○ No

○ I don't know.

Q. Have you ordered something from a catalogue without help?

○ Yes
○ No

○ I don't know.

R. Have you repaired a bicycle, wagon, or roller skates without help?

○ Yes
○ No

○ I don't know.

S. Have you set the time on a clock without help?

○ Yes
○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

T. Have you shopped at a store by yourself without help?

○ Yes
○ No

○ I don't know.

U. Have you taken your own temperature without help?

○ Yes
○ No

○ I don't know.

V. Have you used the card catalogue in a library without help?

○ Yes
○ No

○ I don't know.

W. Have you washed dishes without help?

○ Yes
○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

X. Have you washed windows without help?

○ Yes

○ No

○ I don't know.

Y. Have you written a letter without help?

○ Yes

○ No

○ I don't know.

Z. Have you written a report without help?

○ Yes

○ No

○ I don't know.

255

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R200019

NAEP #: 200019-NT

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	9	13
Package-Exercise:	06-06	14-02
Timing: (in seconds)		
Introduction:	7	6
Part A Stimulus:	7	5
Response:	8	6
I Don't Know	8	9
Total:	23	20
Part B Stimulus:	7	6
Response:	9	8
I Don't Know	5	5
Total:	21	19
Part C Stimulus:	8	7
Response:	8	9
I Don't Know	4	5
Total:	20	21
Part D Stimulus:	7	6
Response:	9	9
I Don't Know	4	5
Total:	20	20
Part E Stimulus:	7	7
Response:	9	8
I Don't Know	4	5
Total:	20	20
Part F Stimulus:	8	6
Response:	9	9
I Don't Know	4	5
Total:	21	20
Part G Stimulus:	7	7
Response:	4	3
I Don't Know	4	5
Total:	15	15
Part H Stimulus:	5	5
Response:	3	4
I Don't Know	5	5
Total:	13	14

Part I	Stimulus:	6	7
	Response:	4	4
	I Don't Know	6	5
	Total:	16	16
Part J	Stimulus:	7	5
	Response:	3	4
	I Don't Know	6	4
	Total:	16	13
Part K	Stimulus:	6	6
	Response:	4	4
	I Don't Know	5	5
	Total:	15	15
Part L	Stimulus:	6	5
	Response:	3	4
	I Don't Know	6	5
	Total:	15	14
Part M	Stimulus:	7	6
	Response:	4	3
	I Don't Know	4	5
	Total:	15	14
Part N	Stimulus:	8	8
	Response:	4	3
	I Don't Know	5	5
	Total:	17	16
Part O	Stimulus:	8	8
	Response:	4	4
	I Don't Know	5	5
	Total:	17	17
Part P	Stimulus:	6	7
	Response:	4	4
	I Don't Know	5	5
	Total:	15	16
Part Q	Stimulus:	8	8
	Response:	4	4
	I Don't Know	5	5
	Total:	17	17
Part R	Stimulus:	9	9
	Response:	4	4
	I Don't Know	5	5
	Total:	18	18
Part S	Stimulus:	7	7
	Response:	4	4
	I Don't Know	6	5
	Total:	17	16
Part T	Stimulus:	7	7
	Response:	4	4
	I Don't Know	5	5
	Total:	16	16
Part U	Stimulus:	7	7
	Response:	4	4
	I Don't Know	5	5
	Total:	16	16

Part V	Stimulus:	9	8
	Response:	4	4
	I Don't Know	5	5
	Total:	18	17
Part W	Stimulus:	7	7
	Response:	4	4
	I Don't Know	6	5
	Total:	17	16
Part X	Stimulus:	5	6
	Response:	4	4
	I Don't Know	6	5
	Total:	15	15
Part Y	Stimulus:	7	7
	Response:	4	4
	I Don't Know	5	5
	Total:	16	16
Part Z	Stimulus:	7	7
	Response:	4	4
	I Don't Know	6	7
	Total:	17	18
Exercise Total:		453	441

Comments for Parts A through C:

Turn on tape recorder.

A. Have you ever tried to get a part-time or summer job?

○ Yes (Go to B)

○ No (Go to C)

○ I don't know. (Go to C)

○ No response (Go to C)

B. Why?

○ I don't know.

○ No response

	A-C	B	
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○		○
○	○		○
○	○		○
○	○		○
○	○		○
○	○		○

(Continued)

C. Have you ever worked for PAY?

○ Yes (Go to D)

○ No (Go to E)

○ I don't know. (Go to E)

○ No response (Go to E)

Job 3

		J		S			L		A		H
0	0	0	0	0	0	0	0	0	0		
1	1	1	1								
2	2	2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	3	3	3
4		4	4	4	4	4	4	4	4	4	4
5		5	5	5	5	5	5	5	5	5	5
6		6	6	6	6	6	6	6	6	6	6
7		7	7	7		7	7	7	7	7	7
8		8	8	8	8	8	8	8	8	8	8
9		9	9	9	9	9	9	9	9	9	9

(Continued)

D.

Comments for Part D:

____

____

____

DIRECTIONS FOR PART D:

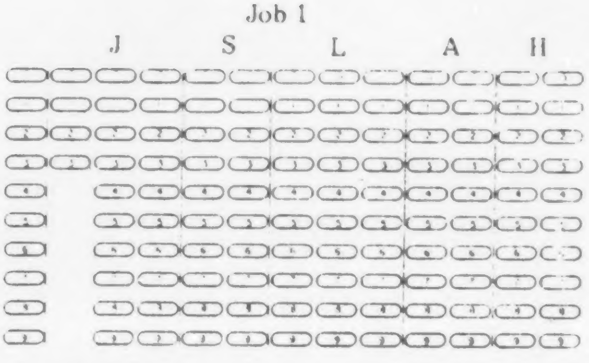
In Part D we need 3 basic pieces of information on up to 3 jobs:

(1) kind of job,
(2) amount of job experience and
(3) whether the job was a home chore or an outside job.

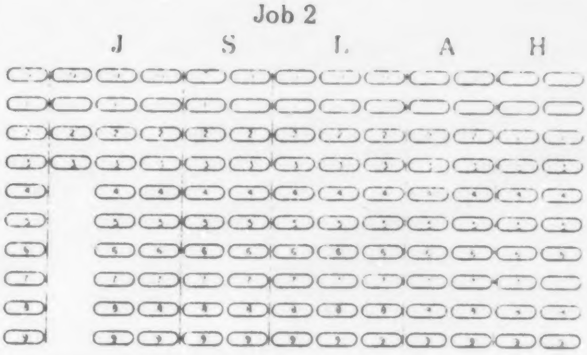
Use the CHECKLIST OF QUESTIONS on the opposite page to obtain this information on the 3 most recent jobs respondent has had, rewording the questions as necessary for present and past jobs. Ask each relevant question about the job respondent has now or has had most recently. When you feel the respondent has answered the question, place a check in the box for Job 1 beside the question. When you have obtained all information for Job 1 ask, "What kind of job did you have before the last job you told me about?" If respondent has not had any other job, go to Part E; if respondent has had another job, repeat Questions 1 through 7 and check boxes for Job 2. Continue in the same manner for Job 3, if any.

Since most part time jobs are not regular or easily distinquishable from home chores, you will have to probe to get the answers to these questions. Some suggestions are included in the CHECKLIST OF QUESTIONS, but each interview will probably be different.

Job 1



Job 2



(Continued)

CHECKLIST OF QUESTIONS

	Job 1	Job 2	Job 3
1. What kind of job for pay do you have now or have you had most recently?	☐	☐	☐
If necessary for clarification, ask, "WHAT KIND OF BUSINESS WAS THAT?" if response is something vague like "clerk" or "WHAT DID YOU DO?" if response is something like "I worked at a hardware store."			
2. Did you have that job while you were in school or during vacations, such as summer or Christmas?	☐	☐	☐
If both, ask questions 3 through 6 separately for school and vacation times and count as two jobs.			
	*S V	S V	S V
3. About how many days a week did you usually work?	☐ ☐	☐ ☐	☐ ☐
4. About how many hours a day did you usually work?	☐ ☐	☐ ☐	☐ ☐
5. About how long did you have that job?	☐ ☐	☐ ☐	☐ ☐
For part-time work, answer should be in weeks, months, or years. For summer or vacation work, answer should be in number of summers, number of Christmases, etc.			
6. Did you work fairly regularly during that time, or were there weeks or months when you didn't work at all?	☐ ☐	☐ ☐	☐ ☐
If necessary, ask, "ABOUT HOW MUCH TIME OFF DID YOU HAVE?"			
7. Did you do this work at home for your family? Did you work in a business that belongs to your family?	☐ ☐	☐ ☐	☐ ☐

Repeat the above question series until you get information on respondent's 3 most recent jobs for pay.

* S = School
V = Vacation

(Continued)

Comments for Part E:

____

____

____

E. Did you ever have a job outside your own home for which you were NOT paid, such as volunteer work?

○ Yes (Go to F)
○ No (End the exercise; turn off tape recorder)
○ I don't know. (End the exercise; turn off tape recorder)
○ No response (End the exercise; turn off the tape recorder)

E
○
○
○
○
○
○
○
○
○
○

(Continued)

F.

Comments for Part F:

____

____

____

DIRECTIONS FOR PART F:

In Part F we need 2 basic pieces of information on up to 3 jobs:

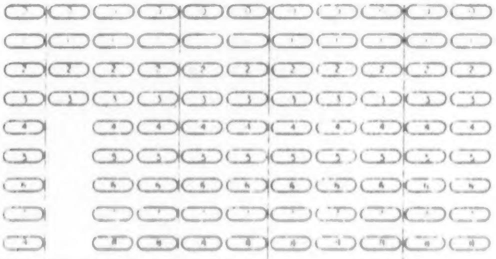
(1) kind of job and
(2) amount of job experience.

Use the CHECKLIST OF QUESTIONS on the opposite page to obtain this information on the 3 most recent unpaid jobs respondent has had, rewording the questions as necessary for present and past jobs. Ask each relevant question about the job respondent has now or has had most recently. When you feel the respondent has answered the question, place a check in the box for Job 1 beside the question. When you have obtained all information for Job 1 ask, "What kind of unpaid job did you have before the last job you told me about?" If respondent has not had any other job, end the exercise and turn off the tape recorder. If respondent has had another job, repeat Questions 1 through 6 and check boxes for Job 2. Continue in the same manner for Job 3, if any. Turn off tape recorder.

Since volunteer work may be even less regular than part-time paid work, this interview will have to be very carefully done. Be sure to emphasize that the work is unpaid, but done outside the home. Home chores do not count.

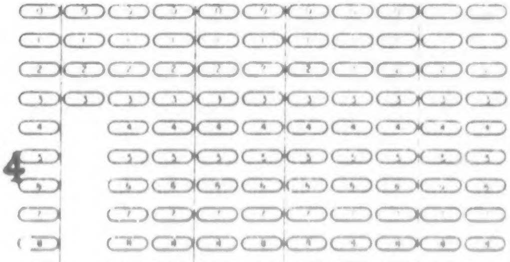
Job 1

J S L A



Job 2

J S L A



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(Continued)

CHECKLIST OF QUESTIONS	Job 1	Job 2	Job 3
1. What kind of unpaid work do you do or have you done outside your own home? Tell me about the job you had most recently. If necessary for clarification, ask, "WHAT KIND OF ORGANIZATION WAS THAT?" for responses such as "I collected money" or "WHAT DID YOU DO?" for responses such as "I worked for UNICEF."	☐	☐	☐
2. Did you have the job while you were in school or during vacations, such as summer or Christmas? If both, ask questions 3 through 6 separately for school and vacation times and count as two jobs.	☐	☐	☐
	*S V	S V	S V
3. About how many days a week did you usually work?	☐ ☐	☐ ☐	☐ ☐
4. About how many hours a day did you usually work?	☐ ☐	☐ ☐	☐ ☐
5. About how long did you have that job? For part-time work, answer should be in weeks, months, or years. For summer or vacation work, answer should be in number of summers, number of Christmases, etc.	☐ ☐	☐ ☐	☐ ☐
6. Did you work fairly regularly during that time, or were there weeks or months when you didn't work at all? If necessary, ask, "ABOUT HOW MUCH TIME OFF DID YOU HAVE?"	☐ ☐	☐ ☐	☐ ☐

Repeat the above question series until you get information on respondent's 3 most recent unpaid jobs, then turn off the tape recorder.

* S = School
V = Vacation

Exercise #: R200020

NAEP #: 200020-T

Objective: II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap: 13
Package-Exercise: 15-18

Timing: (in seconds) *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = STRIVE FOR ECONOMIC INDEPENDENCE (MAKE MONEY, HELP FOLKS OUT, ETC.)
To make money
To help the folks out
Because I needed money and wanted to do something on my own
There are birthdays you gotta buy for
For my mom so she won't have to by me clothes

11 = VALUES OR ENJOYS WORK
For something to do and to help others
Thought it might be fun
Because I was needed. It was something worthwhile
I like working with helpless children

12 = TO LEARN ABOUT THE JOB; TO IMPROVE CAREER CAPABILITIES
To get training
Experience for the future
To learn responsibility
To learn how to take instructions
So when I grow up I could learn something

13 = TO DEVELOP INTERPERSONAL SKILLS
To associate with people
To meet people. To understand people
Meet people, help Mom and Dad

14 = OTHER ACCEPTABLE RESPONSES
To help stay in shape

20 = GARBAGE
No samples given

21 = OTHER UNACCEPTABLE RESPONSES
I don't like sitting around all day
I wanted one
To stay out of trouble
My mother made me

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories are listed below.

Job

Categories of Occupations

PROFESSIONAL AND TECHNICAL

101 = ARTIST, ENTERTAINER, MUSICIAN, PHOTOGRAPHER

102 = WRITER, JOURNALIST, EDITOR, REPORTER, RADIO ANNOUNCER

103 = TEACHER, PROFESSOR, LIBRARIAN, EDUCATOR, WORKING WITH RETARDED, NURSERY SCHOOL TEACHER

104 = SOCIAL WORKER, CLERGYMAN

105 = DOCTOR, DENTIST, VETERINARIAN, CHIROPRACTOR, PSYCHIATRIST, OPTHALMOLOGIST

106 = REGISTERED NURSE, PHARMACIST, DIETICIAN, PHYSICAL THERAPIST, OPTOMETRIST, WORK WITH HANDICAPPED

107 = MEDICAL OR DENTAL TECHNICIAN, X-RAY TECHNICIAN, LAB ASSISTANT IN CHEMISTRY

108 = NATURAL SCIENTIST, MATHEMATICIAN, ENGINEER, ARCHITECT, CHEMIST, PHYSICIST, GEOLOGIST, ARCHEOLOGIST, ZOO KEEPER, OCEANOGRAPHER

109 = DRAFTSMAN, SURVEYOR, ELECTRONIC TECHNICIAN, COMPUTER PROGRAMMER, RADIO OPERATOR, AIR TRAFFIC CONTROLLER

110 = LAWYER, JUDGE

111 = RECREATION PROFESSIONAL, COACH, SPORTS INSTRUCTOR, BOXER, BASEBALL PLAYER, HORSE TRAINER, DEEP-SEA DIVER, ANIMAL TRAINER, JOCKEY, MOTORCYCLE RACER

112 = TUTOR IN EDUCATION, SCOUT LEADER

113 = OTHER PROFESSIONALS OR TECHNICAL WORKERS: FUNERAL DIRECTOR, FORESTER, AIRPLANE PILOT, ACCOUNTANT, PERSONNEL WORKER, NAVIGATOR, GEOGRAPHER, TRANSLATOR, INTERIOR DECORATOR, ANTHROPOLOGIST, CONSERVATIONIST, SOCIAL SCIENTIST, ECONOMIST, FLIGHT DIRECTOR, PSYCHOLOGIST, COUNSELOR

114 = FARMER, FARM MANAGER: DOG BREEDER, OWN KENNEL KEEPER, FLORIST, HORTICULTURIST

Categories are listed below.

115 = FARM LABORERS: FOREMAN, BEAN WALKER, CHERRY PICKER, WORK ON A FARM OR RANCH

116 = OWNER OF A BUSINESS: CONTRACTOR, RESTAURANT OWNER

MANAGERS OR ADMINISTRATORS

117 = GOVERNMENT OFFICIAL, POLITICIAN

118 = MANAGER OR ASSISTANT MANAGER OF A STORE, DEPT. HEAD IN A STORE, CREDIT MANAGER

119 = BUYER, PURCHASING AGENT

120 = OTHER MANAGERS OR ADMINISTRATORS: POSTMASTER, UNION OFFICIAL, SHIP PILOT, PRINCIPAL, BANKER, GAME WARDEN, ANTIQUE DEALER, SCHOOL BOARD, RACKETEER, TREASURER

CLERICAL

121 = OFFICE WORKERS: SECRETARY, TYPIST, STENOGRAPHER, BOOKKEEPER, PAYROLL CLERK, RECEPTIONIST, FILE CLERK

122 = OTHER CLERICAL WORKERS: KEY PUNCH OPERATOR, BANK TELLER, CASHIER, LIBRARY ASSISTANT, INSURANCE INVESTIGATOR, SHIPPING CLERK, SWITCHBOARD OPERATOR, TICKET AGENT, MAIL CARRIER, STOCK CLERK, WORK IN LIBRARY, WORK IN MEDIA CENTER, TRAVEL AGENT, CLERK

SALES

123 = PROFESSIONAL SALES WORKERS: INSURANCE AGENT, BROKER, REAL ESTATE AGENT, STOCK OR BOND SALESMAN

124 = OTHER SALES WORKERS: SALESMAN, DEMONSTRATOR, SALES CLERK, ADVERTISING AGENT, AUCTIONEER

CRAFTSMAN

125 = BUILDING TRADES: CARPENTER, BRICKMASON, TILE SETTER, ELECTRICIAN, PAINTER (CONSTRUCTION ONLY), PLASTERER, PLUMBER, ROOFER, HEAVY MACHINE OPERATOR, CARPET LAYER

126 = MECHANICS AND METAL WORKERS: BLACKSMITH, MACHINIST, CAR OR AIRPLANE MECHANIC, RADIO OR TV REPAIRMAN, APPLIANCE REPAIRMAN, TINSMITH, TOOLMAKER, WORKS ON CARS, TOOL AND DIE

Categories are listed below.

127 = OTHER CRAFTSMEN: BAKER, INSPECTOR, TELEPHONE LINEMAN, OPTICIAN, SHOE REPAIRMAN, TAILOR, RAILROAD ENGINEER, PRINTER

128 = MILITARY (UNLESS OTHERWISE CLASSIFIED)

OPERATIVES AND APPRENTICES

129 = APPRENTICES TO A CRAFTSMAN

130 = TRANSPORTATION: CAB DRIVER, BUS DRIVER, TRUCK DRIVER, AMBULANCE DRIVER, DELIVERYMAN, BOATMAN, TRACTOR DRIVER

131 = OTHER OPERATIVES: ASSEMBLER, ASSEMBLYLINE WORKER, SEAMSTRESS, LAUNDRY OPERATIVES, MINER, PACKER, WRAPPER, PAINTER, WELDER, MEAT CUTTER, GAS STATION ATTENDANT, FACTORY WORKER, STEEL WORKER, "HAULING", OIL RIG

SERVICE WORKERS

132 = PROTECTIVE SERVICE: POLICEMAN, FIREMAN, GUARD, LIFEGUARD, SHERIFF, DETECTIVE, FOREST RANGER

133 = MEDICAL ATTENDANT: PRACTICAL NURSE, NURSE'S AID, ORDERLY, HOSPITAL ATTENDANT, CANDY STRIPER (VOLUNTEER)

134 = HAIRDRESSER, BARBER, COSMETOLOGIST

135 = BABYSITTER, NURSERY SCHOOL ATTENDANT

136 = COOK

137 = AIRLINE STEWARDESS, FLIGHT ATTENDANT

138 = MODEL

139 = PAPER ROUTE

140 = WAITER, WAITRESS, BARTENDER, CAR HOP

141 = DO WASHINGS, TAKE IN IRONINGS (FOR PRIVATE HOUSEHOLD)

142 = MAID, JANITOR, CLEANING LADY, WINDOW WASHER, HOUSEWORK, WORK AROUND THE HOUSE (GARAGE)

143 = USHER, ELEVATOR OPERATOR, RESTAURANT HOSTESS, PATROL LADY

Categories are listed below.

144 = PORTER, GOLF CADDY, CARRY-OUT BOY, GROCERY BAGGER, BELLBOY

145 = ATTENDANTS: COAT CHECK GIRL, SKATING RINK ATTENDANT, BAT BOY, LOCKER ROOM ATTENDANT, ALTAR BOY, BINGO ATTENDANT, CONCESSION ATTENDANT, PIN SETTER, SWIMMING POOL ATTENDANT, TICKET TAKER, ICE CREAM SCOOPER

146 = DISHWASHER, BUS BOY

147 = SHOE SHINE BOY, MANICURIST, VALET, WARDROBE MISTRESS, MAKE-UP MAN

148 = OTHER SERVICE WORKERS: TOUR GUIDE, HOUSEMOTHER, PAGE, ERRAND BOY, CAMP COUNSELOR, TEACHER'S AID, WALK DOGS, WORK IN SCHOOL OFFICE, SERVER AT AUCTIONS, CARETAKER, CATERING, TAKE CARE OF PETS

LABORERS

149 = OUTDOOR WORK: GARDENER, SNOW SHOVELER, LAWN MOWER, LEAF RAKER, CLEANING THE YARD

150 = FISHERMAN, TRAPPER

151 = OTHER LABORERS: CARPENTER'S ASSISTANT, CONSTRUCTION LABORER, CAR WASHER, GROOM, GARBAGE COLLECTOR, LONGSHOREMAN, HANDYMAN, LUMBERMAN, STOCK BOY, CAR GREASER, DOCK BOY, TAKING A BOAT OUT, LOGGER, TAKE OUT THE GARBAGE, GARBAGE COLLECTOR, ODD JOBS AROUND THE HOUSE, CITY STREET WORKER, KENNEL KEEPER

OTHER

152 = HOUSEWIFE, HOMEMAKER

153 = STUDENT

156 = OTHER ACCEPTABLE RESPONSES: MEASURE RAIN, COLLECT PAPERS FOR RECYCLING, TAKING THIS TEST, GAMBLER

157 = DOOR-TO-DOOR COLLECTION, DISTRIBUTION, CHEERING UP, CARNIVAL IN BACKYARD

Categories are listed below.

160 = BUSINESS, INSURANCE, WORK IN BANK, BANKING

161 = MEDICINE

162 = GOVERNMENT WORK

163 = CONSTRUCTION

164 = PEACE CORPS, VISTA, RED CROSS

290 = GARBAGE

291 = OTHER UNACCEPTABLE: WORK AT ..., RESTAURANT, MACDONALDS, DAIRY QUEEN, WORKING WITH ANIMALS, COMMUNITY WORK

292 = "NONE"

399 = I DON'T KNOW

School Or Vacation

00 = NO RESPONSE (BUT ASKED)

10 = DURING SCHOOL YEAR ONLY, FOR SURE

11 = DURING SCHOOL YEAR ONLY, CAN INFER

12 = DURING VACATION ONLY, FOR SURE

13 = DURING VACATION ONLY, CAN INFER

14 = BOTH, FOR SURE

15 = BOTH, CAN INFER

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
DOESN'T ANSWER THE QUESTION; TOO VAGUE TO TELL OR INFER

22 = CAN'T HEAR OR UNDERSTAND THE RESPONSE; EQUIPMENT FAILURE FOR THAT PART

23 = EXERCISE ADMINISTRATOR (EA) ERROR INVALIDATES THE RESPONSE; EA FAILS TO ASK THE QUESTION AND ANSWER CANNOT BE INFERRED

39 = I DON'T KNOW

Categories are listed below.

Length Of Experience

000 = NO RESPONSE (BUT ASKED)

101 = A LOT OF EXPERIENCE, FOR SURE OVER 300 HOURS

102 = A LOT OF EXPERIENCE, CAN INFER OVER 300 HOURS

103 = SOME EXPERIENCE, FOR SURE 21-300 HOURS

104 = SOME EXPERIENCE, CAN INFER 21-300 HOURS

105 = A LITTLE EXPERIENCE, FOR SURE 1-20 HOURS

106 = A LITTLE EXPERIENCE, CAN INFER 1-20 HOURS

107 = CAN'T TELL BETWEEN 102 AND 104, BUT OVER 20 HOURS

250 = GARBAGE

251 = OTHER UNACCEPTABLE RESPONSES
TOO VAGUE TO TELL OR INFER; DOESN'T ANSWER THE QUESTION

252 = CAN'T HEAR THE RESPONSE; EQUIPMENT FAILURE FOR THAT PART

253 = EXERCISE ADMINISTRATOR (EA) ERROR INVALIDATES THE RESPONSE; EA FAILS TO ASK THE QUESTION AND ANSWER CANNOT BE INFERRED

399 = I DON'T KNOW

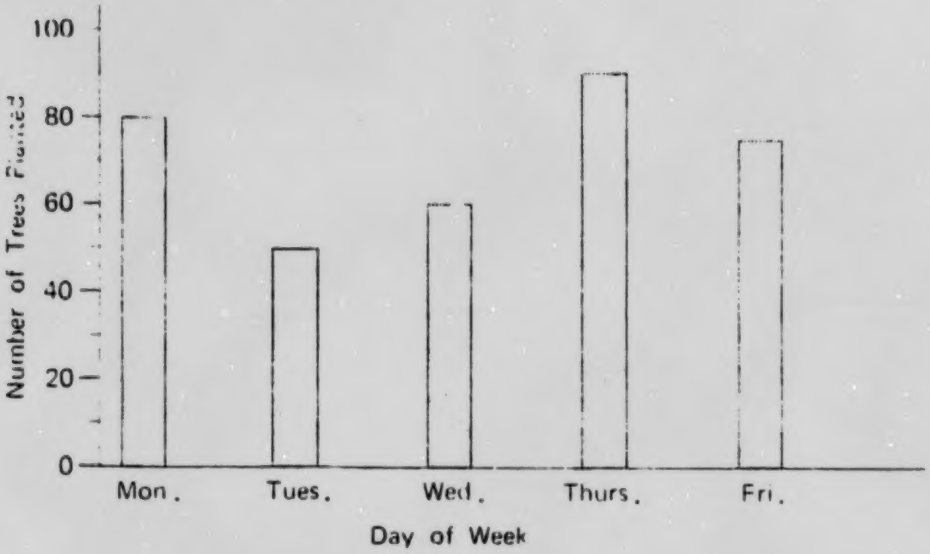
SCORING GUIDE: PART F

Categories are listed below.

Volunteer Jobs

See Categories of Occupations in PART D.

Below is a bar graph that shows the number of trees planted along a highway in a week.



The graph shows that 80 trees were planted on Monday and 50 trees were planted on Tuesday.

A. How many trees were planted on Wednesday?

ANSWER: ____________________

B. How many trees were planted on Thursday?

ANSWER: ____________________

C. How many trees were planted on Friday?

ANSWER: ____________________

	A	B	C
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R301005

NAEP #: 301005-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text/Bar Graph

Overlap:	13	17	Adult
Package-Exercise:	06-01	06-01	01-18
Timing: (in seconds)			
Stimulus:	27+	28+	25+
Response:	120	121	**
Exercise Total:	147	149	**

**Only stimulus material was taped for this exercise.

+Note: Only the introductory stimulus was read. The respondent read each part himself.

R301005-TSA
PARTS A AND B

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE
10 = 60
11 = 58-62 (EXCEPT 60)
20 = GARBAGE
21 = OTHER UNACCEPTABLE RESPONSES
39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE
10 = 90
11 = 88-92 (EXCEPT 90)
20 = GARBAGE
21 = OTHER UNACCEPTABLE RESPONSES
22 = 85
39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories are listed below.

00 = NO RESPONSE

10 = 75

11 = 73-77 (EXCEPT 75) BETWEEN 70 AND 80

20 = GARBAGE

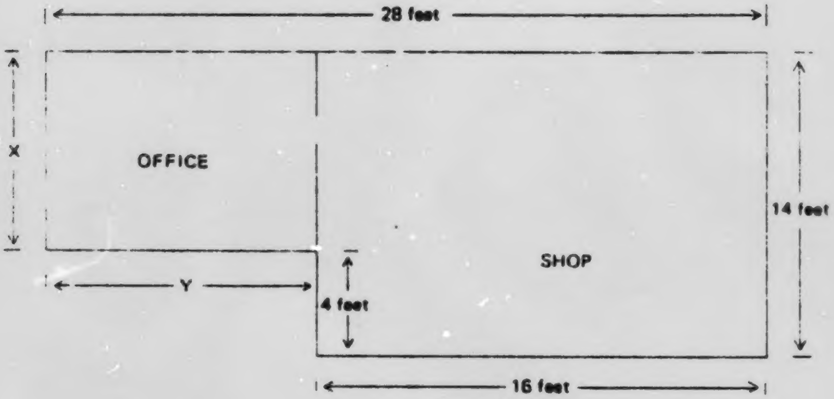
21 = OTHER UNACCEPTABLE RESPONSES

22 = 70, 71, 72, 78, 79, 80

23 = 65, 66, 67, 68, 69

39 = I DON'T KNOW

Below is a layout of an office and shop area:


28 feet
X
OFFICE
14 feet
SHOP
Y
4 feet
16 feet

A. How many feet long is the office at Side X?

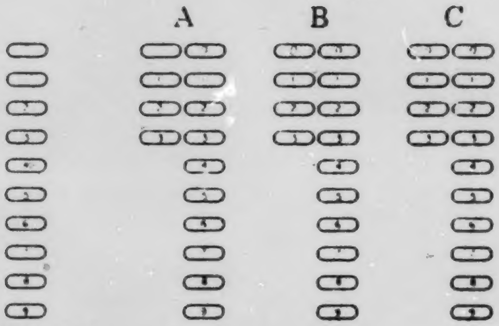
ANSWER: ______________________

B. How many feet long is the office at Side Y?

ANSWER: ______________________

C. How many square feet of floor space are there in the office?

ANSWER: ______________________



2-301010-2.3.4

279

STOP

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Exercise #: R301010

NAEP #: 301010-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text/Floor Plan

Overlap:	13	17	Adult
Package-Exercise:	04-08	03-06	02-15
Timing: (in seconds)			
Introduction:	4	5	3
Part A Stimulus:	5	5	5
Response:	62	46	**
Total:	67	51	**
Part B Stimulus:	4	5	5
Response:	61	46	**
Total:	65	51	**
Part C Stimulus:	5	5	5
Response:	100	91	**
Total:	105	96	**
Exercise Total:	241	203	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE

10 = 10 FEET; 10

11 = OTHER ACCEPTABLE RESPONSES

All ages 14 - 4

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 10 WITH WRONG UNIT

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE

10 = 12 FEET; 12

11 = OTHER ACCEPTABLE RESPONSES

All ages 28 - 16

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 12 WITH WRONG UNIT

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

All ages 12 by 10
12 X 10 sq. ft.
(12)(10) sq. ft.

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 120 WITH WRONG UNIT

23 = RESPONDENT'S ANSWERS TO PART A AND PART B CORRECTLY MULTIPLIED

39 = I DON'T KNOW

Which one of the fractions below is LARGER than .75?

○ $\frac{9}{12}$

● $\frac{7}{8}$

○ $\frac{6}{17}$

○ $\frac{17}{25}$

○ I don't know.

STOP DO NOT CONTINUE
UNTIL TOLD TO DO S

Exercise #: R301011

NAEP #: 301011-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	05-08	10-07	02-06
Timing: (in seconds)			
Stimulus:	14	14	16
Response:	66	36	**
I Don't Know:	10	11	**
Exercise Total:	90	61	**

**Only stimulus material was taped for this exercise.

A. 30 inches = ____________________ feet

B. 2 feet = ____________________ inches

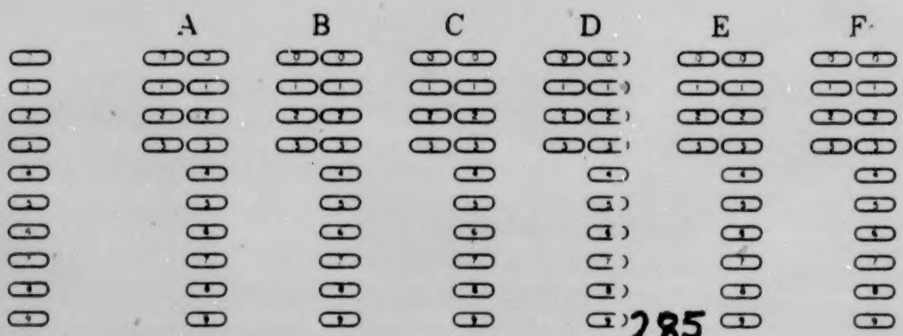
C. 45 seconds = ____________________ minutes

D. 1 minute = ____________________ seconds

E. 16 ounces = ____________________ pounds

F. $1\frac{1}{2}$ pounds = ____________________ ounces

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.



285

Exercise #: R301014

NAEP #: 301014-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	01-08	04-06	01-06
Timing: (in seconds)			
Part A Stimulus:	4	4	4
Response:	37	26	**
Total:	41	30	**
Part B Stimulus:	3	3	4
Response:	37	26	**
Total:	40	29	**
Part C Stimulus:	4	3	5
Response:	37	26	**
Total:	41	29	**
Part D Stimulus:	3	3	3
Response:	37	26	**
Total:	40	29	**
Part E Stimulus:	3	3	4
Response:	37	26	**
Total:	40	29	**
Part F Stimulus:	4	4	5
Response:	37	27	**
Total:	41	31	**
Exercise Total:	243	177	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE

10 = 2.5; 2 1/2

11 = OTHER ACCEPTABLE RESPONSES: 5/2; 30/12

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 30/3; 10

23 = 30/10; 3

24 = 2'6", 2 FT. 6 IN.

25 = 2 1/2 WITH WRONG UNIT

26 = 2

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE

10 = 24

11 = OTHER ACCEPTABLE RESPONSES: 12 x 2

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 20; 2 x 10

23 = 2/12; 1/6; .17

24 = 72; 2 x 36

25 = 24 WITH WRONG UNIT

39 = I DON'T KNOW

R301014-TSA
PARTS C AND D

SCORING GUIDE: PART C

Categories are listed below.

00 = NO RESPONSE

10 = 3/4; .75

11 = OTHER ACCEPTABLE RESPONSES: 45/60

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 9/20; 45/100; .45

23 = 4.5 MIN.; 4.5

25 = 3/4 WITH WRONG UNIT

26 = 0; 1; NONE; NO

39 =I DON'T KNOW

SCORING GUIDE: PART D

Categories are listed below.

00 = NO RESPONSE

10 = 60

11 = OTHER ACCEPTABLE RESPONSES: 60 x 1

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 100

25 = 60 WITH WRONG UNIT

39 = I DON'T KNOW

R301014-TSA
PARTS E AND F

SCORING GUIDE: PART E

Categories are listed below.

00 = NO RESPONSE

10 = 1

11 = OTHER ACCEPTABLE RESPONSES: 16/16

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 1.6; 16/10

23 = 2 (PINTS)

25 = 1 WITH WRONG UNIT

39 = I DON'T KNOW

SCORING GUIDE: PART F

Categories are listed below.

00 = NO RESPONSE

10 = 24

11 = OTHER ACCEPTABLE RESPONSES: 1 1/2 x 16; 48/2

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 15; 15 x 10; 150

23 = 3/2: 1.5

24 = 1 LB. 8 OZ.

25 = 24 WITH WRONG UNIT

39 = I DON'T KNOW

Below is a size table:

SIZE TABLE FOR SOCKS

Shoe Size	Sock Size	Shoe Size	Sock Size
6-6$\frac{1}{2}$	9$\frac{1}{2}$	9-9$\frac{1}{2}$	11
7-7$\frac{1}{2}$	10	10-10$\frac{1}{2}$	11$\frac{1}{2}$
8-8$\frac{1}{2}$	10$\frac{1}{2}$	11-11$\frac{1}{2}$	12

According to the table, what size socks should you buy if you wear size 10 shoes?

○ 7

○ 7$\frac{1}{2}$

○ 10

○ 10$\frac{1}{2}$

○ 11

● 11$\frac{1}{2}$

○ I don't know.

200

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

2-301019-2,3,4

Exercise #: R301019

NAEP #: 301019-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: A. Have generally useful numerical skills

Exercise Type:		Multiple choice
Scoring Type:		Machine
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text/Size Table

Overlap:	13	17	Adult
Package-Exercise:	07-07	02-07	01-20
Timing: (in seconds)			
Stimulus:	23	22	24
Response:	26	27	**
I Don't Know:	10	11	**
Exercise Total:	59	60	**

**Only stimulus material was taped for this exercise.

Suppose you purchased $200.00 worth of merchandise from a store on an installment plan. You are to make 24 monthly payments of $11.35 each. How much money in finance charges will you have paid at the end of two years?

ANSWER: ____________________

2-301032-2.3.4

STOP

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Exercise #: R301032

NAEP #: 301032-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	09-06	09-06	02-04
Timing: (in seconds)			
Stimulus:	22	22	18
Response:	181	121	**
Exercise Total:	203	143	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories are listed below.

00 = NO RESPONSE

10 = $72.40 or 72.40

11 = OTHER ACCEPTABLE RESPONSES

All ages $272.40 - $200.00
272.40 - 200

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = $272.40 or 272.40

23 = MISPLACED DECIMAL IN OTHERWISE CORRECT ANSWER

All ages 724.00
$7.24

39 = I DON'T KNOW

A. 45 seconds = ________________________________ minutes

B. 1 minute = ________________________________ seconds

	A		B	
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○

2-301033-1

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R301033

NAEP #: 301033-N

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap: __9__
Package-Exercise: 02-01

Timing: (in seconds)
Part A Stimulus: 5
Response: 46
Total: 51
Part B Stimulus: 4
Response: 50
Total: 54
Exercise Total: 105

R301033-N
PARTS A AND B

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE

10 = 3/4; .75

11 = OTHER ACCEPTABLE RESPONSES: 45/60

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 9/20; 45/100; .45

23 = 4.5 MIN.; 4.5

25 = 3/4 WITH WRONG UNIT

26 = 0; 1; NONE; NO

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE

10 = 60

11 = OTHER ACCEPTABLE RESPONSES: 60 x 1

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 100

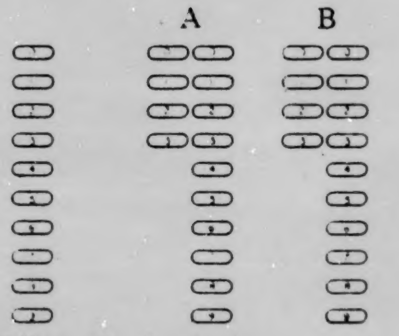
25 = 60 WITH WRONG UNIT

26 = 45

39 = I DON'T KNOW

A. 30 inches = ______________________________ feet

B. 2 feet = ______________________________ inches



2-301034-1

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R301034

NAEP #: 301034-N

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap: 9
Package-Exercise: 04-04

Timing: (in seconds)
Part A Stimulus: 5
Response: 47
Total: 52
Part B Stimulus: 4
Response: 49
Total: 53
Exercise Total: 105

R301034-N
PARTS A AND B

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE

10 = 2.5; 2 1/2

11 = OTHER ACCEPTABLE RESPONSES: 5/2; 30/12

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 30/3; 10

23 = 30/10; 3

24 = 2'6"; 2 FT. 6 IN.

25 = 2 1/2 WITH WRONG UNIT

26 = 2

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE

10 = 24

11 = OTHER ACCEPTABLE RESPONSES: 12 x 2

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 20; 2 x 10

23 = 2/12; 1/6; .17

24 = 72; 2 x 32

25 = 24 WITH WRONG UNIT

26 = 30 IN.; 30

39 = I DON'T KNOW

A. 16 ounces = ________ ____________________ pounds

B. $1\frac{1}{2}$ pounds = ________ ____________________ ounces

	A		B	
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R301035

NAEP #: 301035-N

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: A. Have generally useful numerical skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap: 9
Package-Exercise: 06-01

Timing: (in seconds)
Part A Stimulus: 4
Response: 48
Total: 52
Part B Stimulus: 4
Response: 48
Total: 52
Exercise Total: 104

R301035-N
PARTS A AND B

SCORING GUIDE: PART A

Categories are listed below.

00 = NO RESPONSE

10 = 1

11 = OTHER ACCEPTABLE RESPONSES: 16/16

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 1.6; 16/10

23 = 2 (PINTS)

25 = 1 WITH WRONG UNIT

26 = 1 1/2

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories are listed below.

00 = NO RESPONSE

10 = 24

11 = OTHER ACCEPTABLE RESPONSES: 1 1/2 x 16; 48/2

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 15; 15 x 10; 150

23 = 3/2; 1.5

24 = 1 LB. 8 OZ.

25 = 24 WITH WRONG UNIT

26 = 16

39 = I DON'T KNOW

DOME
Personal
EXPENSE ACCOUNT
DIARY

DOME EXPENSE ACCOUNT DIARY

Conforms to I.R.S regulations on expense accounts. Covers full year, not dated, usable anytime. Contains explanation of rules. Black Lexhide cover, white embossed lettering, Wire-O-Bound.

C6-760 10⅛" x 7¼" **$3.75**

DOME
Personal
TAX RECORD

DOME PERSONAL TAX RECORD

Created as a result of I.R.S. announcement that detailed records of deductible expenses must be kept. Contains year's record of weekly expenses and summaries, plus capital gains, interest, dividend, rent income and tax tips.

C6-700 4¼" x 9" **$1.50**

DIXIE ADJUSTABLE DISPENSER

This stainless steel dispenser will work with 12 sizes of Dixie Cups, allowing you to switch sizes without purchasing a new dispenser. One screw-type adjustment is all that is necessary. A clear acetate window lets you see when the dispenser needs reloading. Comes with wall bracket and screws. Size 15⅞" long, 3-11/16" wide, fits the following Dixie Cups: #154, 7013, 7014, 7015, 4, 37, 44, 45, 47, 52, 58, COS-01.

K3-DS-115 .... **$5.25**

S

(Continued)

Fill out the order blank below to order one of each of the items pictured on the opposite page. Use the name of Pat Doe and the address of 100 Center Street, Atlanta, Georgia 30304.

HAYES DISTRIBUTING INC.

269 South Havana
Denver, Colorado 80232

Date ____________________

Name ____________________

Address ____________________

City ______________ State ____________ Zip ____________

CATALOG NUMBER	QUANTITY	DESCRIPTION	PRICE EACH	TOTAL AMOUNT

SHIPPING AND HANDLING CHARGES:

$ .00 - $2.00 - add $.30
$2.01 - $3.00 - add $.55
$3.01 - $4.00 - add $.65
$4.01 - $5.00 - add $.75
$5.01 - $6.00 - add $.85
$6.01 - $9.00 - add $.95
Over $9.00 - add $.99

TOTAL	
SHIPPING & HANDLING	
TOTAL AMOUNT ENCLOSED	

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R302005

NAEP #: 302005-TSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: B. Have generally useful communication skills

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text/Catalog Page/Order Blank

Overlap:	13	17	Adult
Package-Exercise:	12-05	06-08	02-11
Timing: (in seconds)			
Stimulus:	19	21	16
Response:	478	332	**
Exercise Total:	497	353	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories are listed below.

DATE

00 = NO RESPONSE

10 = ANY REAL DATE IN A CORRECT FORMAT (CAN BE IN THE FUTURE) ON THE RIGHT LINE

11 = OTHER ACCEPTABLE RESPONSES MONTH AND DAY BUT NO YEAR

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = DATE GIVEN CORRECTLY SOMEWHERE ELSE ON FORM

39 = I DON'T KNOW

NAME

00 = NO RESPONSE

10 = PAT DOE OR DOE, PAT OR P. DOE (MAY HAVE MR., MISS, MRS. OR MS.)

11 = ANY REAL NAME - MUST HAVE SURNAME

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = PAT DOE SOMEWHERE ELSE ON FORM

39 = I DON'T KNOW

Categories are listed below.

STREET ADDRESS

00 = NO RESPONSE

10 = 100 CENTER ST.; 100 CENTER

11 = ANY OTHER REAL, COMPLETE ADDRESS

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = 100 CENTER ST. SOMEWHERE ELSE ON FORM

39 = I DON'T KNOW

CITY, STATE, ZIP

00 = NO RESPONSE

10 = ATLANTA, GEORGIA 30304 (CAN ABBREVIATE GA.)

11 = ANY REAL CITY, STATE AND 5-DIGIT ZIP

12 = ANY INCOMPLETE BUT DELIVERABLE ADDRESS

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES: UNDELIVERABLE

22 = CITY, STATE, ZIP GIVEN CORRECTLY SOMEWHERE ELSE ON FORM

39 = I DON'T KNOW

EXPENSE ACCOUNT DIARY

00 = NO RESPONSE

10 = COMPLETELY CORRECT
Catalog number: C6-700
Quantity: 1
Description: EXPENSE ACCOUNT DIARY (OR ABBREVIATED); DIARY
Price each: 3.75
Total amount: 3.75

Categories are listed below.

EXPENSE ACCOUNT DIARY

11 = BLANKS, BUT ENOUGH INFORMATION TO GET ITEM
DESCRIPTION, PRICE EACH, TOTAL AMOUNT, OR QUANTITY BLANK, BUT ALL ELSE PRESENT AND CORRECT
PRICE EACH AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT
TOTAL AMOUNT AND DESCRITPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT
QUANTITY AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT

12 = GIVES DESCRIPTIVE INFORMATION OTHER THAN NAME, OTHERWISE ACCEPTABLE

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

39 = I DON'T KNOW

PERSONAL TAX RECORD

00 = NO RESPONSE

10 = COMPLETELY CORRECT
Catalog number: C6-700
Quantity: 1
Description: PERSONAL TAX RECORD (OR ABBREVIATED); TAX BOOK
Price each: 1.50
Total amount: 1.50

11 = BLANKS, BUT ENOUGH INFORMATION TO GET ITEM
DESCRIPTION, PRICE EACH, TOTAL AMOUNT OR QUANTITY BLANK, BUT ALL ELSE PRESENT AND CORRECT
PRICE EACH AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT
TOTAL AMOUNT AND DESCRITPION BLANK, BUT ALL ELSE PRESENT AND CORRECT
QUANTITY AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT

12 = GIVES DESCRIPTIVE INFORMATION OTHER THAN NAME, OTHERWISE ACCEPTABLE

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

39 = I DON'T KNOW

Categories are listed below.

ADJUSTABLE DISPENSER

00 = NO RESPONSE

10 = COMPLETELY CORRECT
Catalog number: K3-DS-115
Quantity: 1
Description: DIXIE ADJUSTABLE DISPENSER (OR ABBREVIATED)
Price each: 5.25
Total amount: 5.25

11 = BLANKS, BUT ENOUGH INFORMATION TO GET ITEM
DESCRIPTION, PRICE EACH, TOTAL AMOUNT OR QUANTITY BLANK, BUT ALL ELSE PRESENT AND CORRECT
TOTAL AMOUNT AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT
QUALITY AND DESCRIPTION BLANK, BUT ALL ELSE PRESENT AND CORRECT

12 = GIVES DESCRIPTIVE INFORMATION OTHER THAN NAME, OTHERWISE ACCEPTABLE

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

39 = I DON'T KNOW

TOTAL

00 = NO RESPONSE

10 = $10.50 IN "TOTAL" SLOT

11 = 10.50 DIRECTLY UNDER PRICES IN TOTAL AMOUNT OR PRICE EACH COLUMN

12 = CORRECT TOTAL FOR HIS DATA IN A CORRECT PLACE

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = CORRECT AMOUNT BUT WRONG PLACE

29 = I DON'T KNOW

Categories are listed below.

SHIPPING_AND_HANDLING

00 = NO RESPONSE

10 = 99 OR .99 IN SHIPPING AND HANDLING COLUMN

11 = 99 UNDER TOTAL

12 = CORRECT SHIPPING AND HANDLING FOR HIS DATA IN A CORRECT PLACE

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSE

22 = CORRECT AMOUNT BUT WRONG PLACE

39 = I DON'T KNOW

TOTAL_AMOUNT_ENCLOSED

00 = NO RESPONSE

10 = $11.49 IN TOTAL AMOUNT SLOT

11 = 11.49 UNDER SHIPPING AND HANDLING

12 = CORRECT TOTAL AMOUNT FOR HIS DATA IN A CORRECT PLACE

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = CORRECT AMOUNT BUT WRONG PLACE

39 = I DON'T KNOW

SCORING GUIDE

Sample responses are listed below.

CATEGORIES

DATE	NAME	STREET ADDRESS	CITY, STATE, ZIP	EXPENSE DIARY	TAX RECORD	DISPENSER
		TOTAL	SHIPPING	TOTAL ENCLOSED		

RESPONSE

11	10	11	11	00	00	12
		00	21	12		

1973 June 4
Pat Doe
12750 se nnth
C-------- Oregon 97---

K3-DS-115	15 7/8 3-11/16	5.25	5.25
			1.00
			6.25

10	10	10	10	10	10	21
		10	10	10		

November 13, 1973
Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-760	1	Dome expense account diary	$3.75	$3.75
C6-700	1	Dome personal tax record	$1.50	$1.50
53-DS-118	1	Dixie Adjustable dispenser	$5.25	$5.25
				$10.50
				.99
				$11.49

00	11	00	10	21	21	21
		00	00	00		

David -----
Atlanta Georgia 30304

C6-760	10 1/4 7 3/4	$3.50
C6-700	4 1/4 9	$1.50
K3-DS-115	15 7/8	$5.25

Sample responses are listed below.

CATEGORIES

DATE	NAME	STREET ADDRESS	CITY, STATE, ZIP	EXPENSE DIARY	TAX RECORD	DISPENSER
		TOTAL	SHIPPING	TOTAL ENCLOSED		

RESPONSE

00	10	10	10	21	21	00
		00	00	00		

Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-700	I.R.S.	Dome Personal Tax Record	$1.50	$7.06
C6-760	IRS	Dome Expense Account Diary	$3.75	

10	10	10	10	12	12	12
		11	11	10		

Oct. 10, 1973
Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-760	1	Black Lexhide cover	3.75	3.75
		white lettering		1.50
		10 1/4 X 7 3/4		5.25
C6-700	1	Contain record of	1.50	10.50
		money handling		+ 99
K3-DS-115	1	Stainless steel	5.25	11.49
		disp. 15 7/8		
				$11.49
				$11.49

10	10	10	10	21	21	21
		12	10	12		

May 22, 1974
Pat Doe
100 Center Street
Atlanta Georgia 30304

30	1	hair dryer	30.00	30.00
44	2	table set	250.00	500.00
61	1	bedroom set	400.00	400.00
85	3	lamps	50.00	150.00
				1080.00
				.99
				1080.99

Sample responses are listed below.

CATEGORIES

DATE	NAME	STREET ADDRESS	CITY, STATE, ZIP	EXPENSE DIARY	TAX RECORD	DISPENSER
		TOTAL	SHIPPING	TOTAL ENCLOSED		

RESPONSE

10	10	10	10	12	12	12
		10	10	10		

3-13-74
Pat Doe
100 Center Street
Atlanta Goergia 30304

C6-760	1	10 1/4" X 7 3/4"	$3.75	3.75
C6-700	1	4 1/4" X 9"	$1.50	1.50
K3-DS-115	1	15 7/8" X 3 11/16"	$5.25	5.25
				10.50
				.99
				11.49

10	10	10	10	11	11	11
		22	22	22		

3/17/74
Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-760	Diary	3.75	10.50
C6-700	Tax Record	1.50	.99
K3-DS-115	Adjustable Dispenser	5.25	11.49
			$11.49

10	10	10	10	11	11	11
		11	11	10		

March 26, 1974
Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-760	1	Diary	3.75	
C6-700	1	Personal record	1.50	
K3-DS-115	1	Dixie Dispenser	5.25	
				$10.50
				.99
				11.49
				$11.49

Sample responses are listed below.

CATEGORIES

DATE	NAME	STREET ADDRESS	CITY, STATE, ZIP	EXPENSE DIARY	TAX RECORD	DISPENSER
		TOTAL	SHIPPING	TOTAL ENCLOSED		

RESPONSE

10	10	10	10	21	21	21
		10	21	21		
March 5, 1974						
Pat Doe						
100 Center Street						
Atlanta		Georgia	30304			
C6-760		1	10 1/4" X 7 3/4"		3.75	$4.40
C6-700		1	4 1/4" X 9		1.50	$1.80
C05-01		1	15 7/8 1 & 3 11/16 wide		5.25	$6.10
						10.50
						$12.30
						$12.30
10	10	10	10	12	12	12
		10	10	10		
June 6, 1974						
Pat Doe						
100 Center Street						
Atlanta,		Georgia	30304			
C6-760		1	10 1/2" X 7 1/4"		3.75	3.75
C6-700		1	4 1/4" X 9		1.50	1.50
K3-DS-115		1	15 7/8" L X 11/16" W		5.25	5.25
						10.50
						.99
						11.49
00	00	00	00	20	20	20
		20	20	20		
2090		Fine Red			21.50	21.50
						21.50
						1.25
						26.75

Sample responses are listed below.

CATEGORIES

DATE	NAME	STREET ADDRESS	CITY, STATE, ZIP	EXPENSE DIARY	TAX RECORD	DISPENSER
		TOTAL	SHIPPING	TOTAL ENCLOSED		

RESPONSE

10	10	10	10	21	11	11
		12	10	12		

May 8, 1974
Pat Doe
100 Center Street
Atlanta Georgia 30304

C6-760	1	Diary	$3.74	
C6-700	1	Tax Record	$1.50	
K3-DS-115	1	Dispenser	$5.25	
				$10.49
				.99
				$11.48

10	10	10	10	00	21	00
		12	10	12		

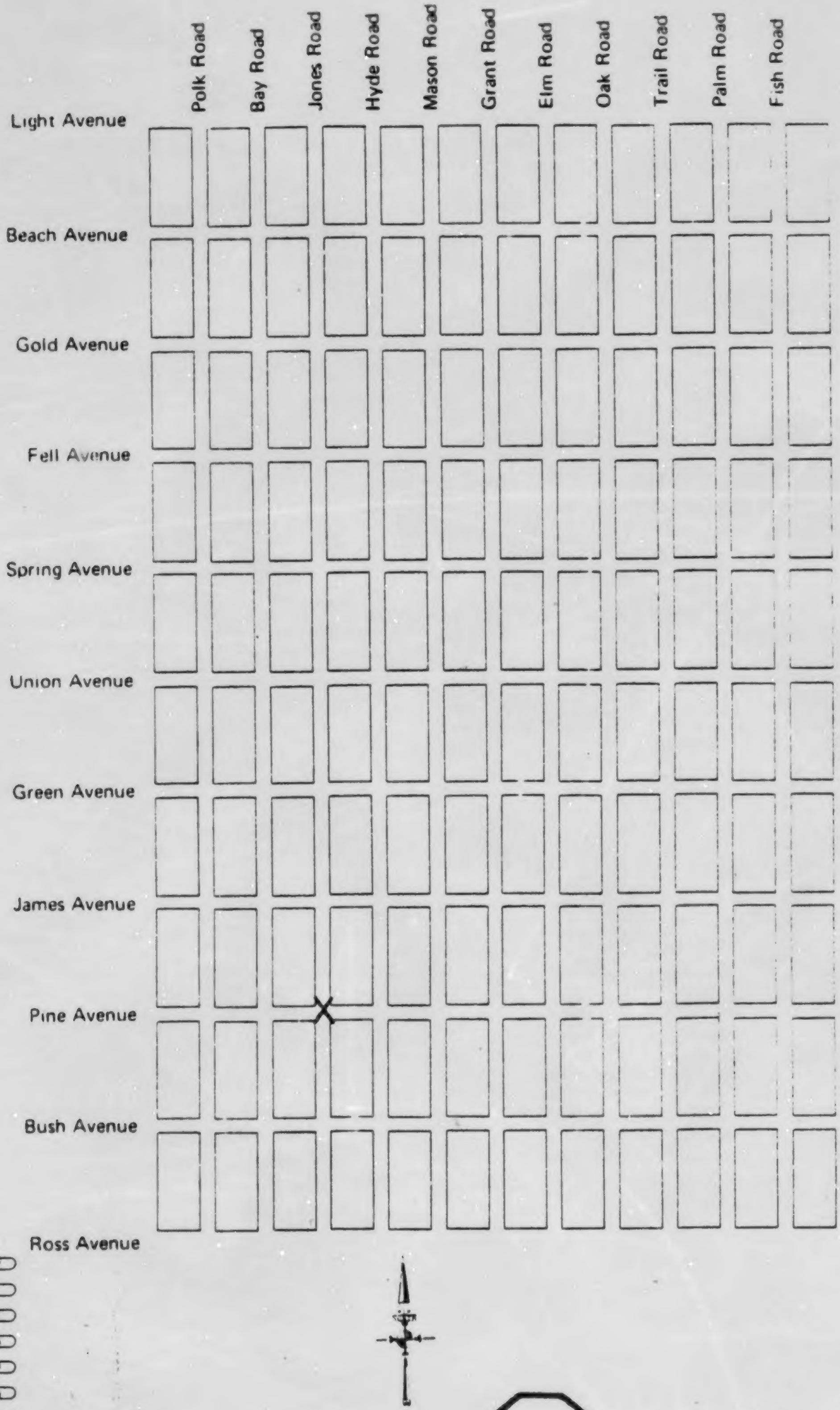
7/3/74
Pat Doe
100 Center St.
Atlanta Georgia 30304

C6-700	10	Dome Per Tax Record	1.50	$15.00
				$15.00
				.99
				15.99

10	10	10	10	10	10	10
		10	10	21		

May 14, 1974
Pat Doe
100 Center Street
Atlanta Ga. 30304

C6-760	1	Dome Exp. Acct. Diary	3.75	3.75
C6-700	1	Dome Personal Tax Record	1.50	1.50
K3-DS-115	1	Dixie Adjustable Dispenser	5.25	5.25
				$10.50
				.99
				$11.39


Polk Road
Bay Road
Jones Road
Hyde Road
Mason Road
Grant Road
Elm Road
Oak Road
Trail Road
Palm Road
Fish Road
Light Avenue
Beach Avenue
Gold Avenue
Fell Avenue
Spring Avenue
Union Avenue
Green Avenue
James Avenue
Pine Avenue
Bush Avenue
Ross Avenue
X

317

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R302010

NAEP #: 302010-NTSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: B. Have generally useful communication skills

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Group
	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Map

Overlap:	9	13	17	Adult
Package-Exercise:	05-01	05-01	05-01	01-16
Timing: (in seconds)				
Introduction:	52	39	37	39
Stimulus:	82	95	93	90
Response:	+	+	+	+
Exercise Total:	134	134	130	129

+Note: Respondents gave their response as the stimulus was being read.

Tapescript for exercise 302010-N,T,S,A:

On this page is a map of streets in a city. The compass at the bottom of the map tells you which direction is north, south, east and west. First, I will tell you where you are in the city. Then I will give you instructions to follow to get from that place to another such as, "Go one street west on Pine Avenue and then two streets north on Bay Road." You must listen carefully to me because I will not repeat the instructions. You should be at a certain place when I finish giving you the instructions. Place your pencil point on the red X on the map. With your pencil point on the red X, you are on the corner of Pine Avenue and Jones Road. This is where you are now. You may draw a line on the map with your pencil as I tell you where to go. Here are the instructions:

Go four streets north on Jones Road, and hold your pencil at that point.

Now go five streets east on Spring Avenue, and hold your pencil at that point.

Now go three streets south on Oak Road, and hold your pencil at that point.

Now mark an X at the corner of the two streets where you are now.

SCORING GUIDE

Categories are listed below.

00 = NO RESPONSE

10 = CENTER OF "X" AT INTERSECTION OF JAMES AVENUE AND OAK ROAD

11 = OTHER MARK AT CORRECT SPOT; DRAWS LINE THAT ENDS AT CORRECT SPOT

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

39 = I DON'T KNOW

Pretend that your name is Dale Roberts and you live at 1545 Lake Street in Narka, Kansas. The zip code for Narka, Kansas, is 66960. You have written a letter to John Way. He lives at 345 Moose Street, Nome, Alaska. The zip code for Nome, Alaska, is 99762. Address the envelope below. Make sure you write down everything that should go on the envelope.

STOP

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

S RN RA RC N A C

Exercise #: R302015

NAEP #: 302015-NT

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: B. Have generally useful communication skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text/Picture

Overlap:	9	13
Package-Exercise:	07-06	05-06
Timing: (in seconds)		
Stimulus:	41	39
Response:	325	210
Exercise Total:	366	249

SCORING GUIDE

Categories are listed below.

RETURN NAME

00 = NO RESPONSE

10 = DALE ROBERTS (PLUS MR., DR., ETC.)

11 = OTHER ACCEPTABLE RESPONSES
D. ROBERTS; D.R.; DALE ALLEN ROBERTS

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = JOHN WAY

23 = GIVES NAME NOT IN EXERCISE

39 = I DON'T KNOW

RETURN ADDRESS

00 = NO RESPONSE

10 = 1545 LAKE ST.; 1545 LAKE

11 = OTHER ACCEPTABLE RESPONSES
1545 LAKE BLVD.; LAKE STREET; CARELESS ERROR ON 1545

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = 345 MOOSE

23 = GIVES ADDRESS NOT IN EXERCISE

39 = I DON'T KNOW

R302015-NT

SCORING GUIDE

Categories are listed below.

RETURN CITY

00 = NO RESPONSE

10 = NARKA, KANSAS 66960
CITY AND STATE ON SAME LINE
KA. OR KAN. IS ALRIGHT

11 = NARKA, KANSAS 66960
CITY AND STATE ON DIFFERENT LINES

12 = PARTIAL INFORMATION BUT LETTER COULD BE RETURNED
ZIP ONLY; CITY AND STATE ONLY; CITY, STATE, AND ZIP BUT
CARELESS ERROR ON ZIP

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = NOME, ALASKA 99762

23 = GIVES CITY, STATE, AND ZIP NOT IN EXERCISE

39 = I DON'T KNOW

NAME

00 = NO RESPONSE

10 = JOHN WAY (PLUS MR., DR., ETC.)

11 = OTHER ACCEPTABLE RESPONSES
J. WAY; JOHN M. WAY

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = DALE ROBERTS

23 = GIVES NAME NOT IN EXERCISE
JOHN WAYNE

39 = I DON'T KNOW

SCORING GUIDE

Categories are listed below.

ADDRESS

00 = NO RESPONSE

10 = 345 MOOSE ST.; 345 MOOSE

11 = OTHER ACCEPTABLE RESPONSES
345 MOOSE AVE.; MOOSE ST.; CARELESS ERROR ON 345

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = 1545 LAKE ST.

23 = GIVES ADDRESS NOT IN EXERCISE

39 = I DON'T KNOW

CITY, STATE, ZIP

00 = NO RESPONSE

10 = NOME, ALASKA 99762
CITY AND STATE ON SAME LINE
AK. IS ALRIGHT

11 = NOME, ALASKA 99762
CITY AND STATE ON DIFFERENT LINES

12 = PARTIAL INFORMATION BUT LETTER COULD BE SENT
ZIP ONLY; CITY AND STATE ONLY; CITY, STATE, AND ZIP BUT CARELESS ERROR IN ZIP

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES
WRONG PLACE

22 = NARKA, KANSAS 66960

23 = GIVES CITY, STATE, AND ZIP NOT IN EXERCISE

39 = I DON'T KNOW

SCORING GUIDE

Sample responses are listed below.

	CATEGORIES	
	RETURN NAME	NAME
	RETURN ADDRESS	ADDRESS
	RETURN CITY	CITY, STATE, ZIP
Scores	10	10
	10	10
	10	11

RESPONSE

Age 9

Dale Roberts
1545 Lake Street
Narka, Kansas 66960

John Way
345 Moose Street
Nome,
Alaska 99762

Scores	10	10
	11	21
	11	10

RESPONSE

Age 9

Dale Roberts
1545 Lake
Street narka,
Kansas zip
66960

John Way 345 Moose Street
Nome, Alaska zip 99762

Scores	11	10
	21	10
	12	12

RESPONSE

Age 9

Dale Dale Roberts
1545 zip 66960

John Way
345 Moose Street,
99762

R302015-NT

SCORING GUIDE

Sample responses are listed below.

	CATEGORIES	
	RETURN NAME	NAME
	RETURN ADDRESS	ADDRESS
	RETURN CITY	CITY, STATE, ZIP
Scores	21	21
	21	21
	21	21

RESPONSE

Ages 9

Dear Dale Roberts
66960. Moose Street
this is Dale Roberts

Mr Alaska
Make sure
you make your zip

Scores	22	22
	22	22
	22	22

RESPONSE

Age 9

John Way
345 Moose Street,
Nome, Alaska
99762

Dale Roberts
1545 Lake Street
Narka Kansas
66960

Scores	00	22
	23	22
	21	22

RESPONSE

Age 9

Town, Some, State,
Box 00
_____

Dale Roberts
1545 lake street
Narka, kansas,
66960,

SCORING GUIDE

Sample responses are listed below.

	CATEGORIES RETURN NAME RETURN ADDRESS RETURN CITY	NAME ADDRESS CITY, STATE, ZIP
Scores	00	10
	00	21
	12	00

RESPONSE

Age 9

zip 66960
TO John way
FRom FRank

Scores	23	23
	21	21
	21	21

RESPONSE

Age 9

return address 1545
jon 66960

to
jon Wade 345 nom
Alaska
99762

Scores	10	00
	10	10
	10	10

RESPONSE

Age 13

Dale Roberts
1545 Lake Street
Narka Kansas
66960

345 moose Street
Nome alaska
99762

SCORING GUIDE

Sample responses are listed below.

	CATEGORIES	
	RETURN NAME	NAME
	RETURN ADDRESS	ADDRESS
	RETURN CITY	CITY, STATE, ZIP
Scores	10	10
	00	00
	00	00

RESPONSE

Age 13 Dale Roberts

To John way
Dear John I sa ever noyy

Scores	00	10
	22	00
	22	00

RESPONSE

Age 13 345 Moose Street
Nome Alaska
99762

John Way

Scores	10	10
	11	10
	10	10

RESPONSE

Age 13 Dale Roberts
1544 Lake St.
Narka Kansas 66960

John Way
345 Moose St.
Nome Alaska
99762

R302015-NT

SCORING GUIDE

Sample responses are listed below.

CATEGORIES

	RETURN NAME	NAME
	RETURN ADDRESS	ADDRESS
	RETURN CITY	CITY, STATE, ZIP
Scores	10	10
	10	10
	11	10

RESPONSE

Age 13

Dale Roberts
1545 Lake Street
Narka
66930 Kansas

John Way
345 Moose Street
Nome alaska
99762

Scores	21	21
	21	21
	21	21

RESPONSE

Age 13

John Way
345 Moose Street
Nome, Alaska

Dale Roberts
1545 Lake Street
Narka Kansas 66960

Scores	23	10
	23	10
	23	10

RESPONSE

Age 13

Katrin _____
nnnn W. N_____ St.
Phila., Penn. 191___

John Way
345 Moose Street,
Nome, Alaska
zip 99762

R302015-NT

SCORING GUIDE

Sample responses are listed below.

	CATEGORIES	
	RETURN NAME	NAME
	RETURN ADDRESS	ADDRESS
	RETURN CITY	CITY, STATE, ZIP
Scores	22	22
	22	22
	22	22

RESPONSE

Ages 13

John Way
345 Moose Street
Nome Alaska
99762

Dale Roberts
1545 Lake Street
Narka Kansas
66960

Have you done any of the following in the last 12 months?

A. Have you participated in a discussion with an organized group such as a school, work or community group?

○ Yes
○ No

○ I don't know.

B. Have you led a discussion with some organized group?

○ Yes
○ No

○ I don't know.

C. Have you given a speech or report to some organized group?

○ Yes
○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R302017

NAEP #: 302017-SA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: B. Have generally useful communication skills

Exercise Type:		Multiple choice
Scoring Type:		Machine
Administration Mode:	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	17	Adult
Package-Exercise:	12-07	01-22
Timing: (in seconds)		
Introduction:	4	5
Part A Stimulus:	11	18
Response:	7	**
I Don't Know	9	**
Total:	27	**
Part B Stimulus:	8	4
Response:	6	**
I Don't Know	4	**
Total:	18	**
Part C Stimulus:	9	5
Response:	7	**
I Don't Know	7	**
Total:	23	**
Exercise Total:	72	**

**Only stimulus material was taped for this exercise.

Comments:

Give respondent Handout Number 11: telephone book and card. Also, take out Handout Number 2: stopwatch.

Look up the telephone number of the Snack Shack. Here is how Snack Shack is spelled. (Point to the card.) For this exercise, I will be timing you. Tell me when you have found the telephone number and show it to me. Start now. (Begin timing. If respondent does not finish within 5 minutes, end the exercise.)

● Correct (Number should be: 634-4552)
○ Incorrect
○ Did not find any number
○ I don't know.
○ No response

Time required: ______ minutes, ______ seconds

○ ○○○
○ ○○○
○ ○○○
○ ○○○
○ ○○○
○ ○○○
○ ○
○ ○
○ ○
○ ○

Exercise #: R302020

NAEP #: 302020-NTSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: B. Have generally useful communication skills

Exercise Type:		Demonstration
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Individual
	17	Individual
	Adult	Interview
Stimulus Type:		Read Aloud/Card/Telephone Book

Overlap:	9	13	17	Adult
Package-Exercise:	11-15	15-16	17-08	03-10
Timing: (in seconds)	*	*	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories are listed below.

000 = NO RESPONSE

FOR ALL OTHERS CODE THE NUMBER OF MINUTES IN LEFTMOST COLUMN, AND THE NUMBER OF SECONDS IN CENTER AND RIGHTMOST COLUMNS.

Use the ruler you have been given to find the length of the line ABOVE. Write your answer on the answer line BELOW.

ANSWER: ____________ inches

2-303008-1,2,3,4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R303008

NAEP #: 303008-NTSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: C. Have generally useful manual-perceptual skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: 9 Group
13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text/Line/Ruler

Overlap:	9	13	17	Adult
Package-Exercise:	02-04	06-04	06-04	02-18
Timing: (in seconds)				
Stimulus:	10	9	9	9
Response:	49	51	22	**
Exercise Total:	59	60	31	**

**Only stimulus material was taped for this exercise.

R303008-NTSA

SCORING GUIDE

Categories are listed below.

00 = NO RESPONSE

10 = 3 3/8 OR 3 6/16

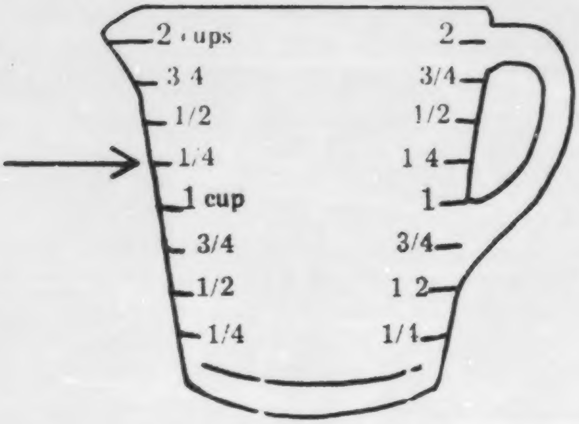
11 = ANY OTHER NUMBER FROM 3 1/4 TO 3 1/2

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

39 = I DON'T KNOW


2 cups
3/4
1/2
1/4
1 cup
3/4
1/2
1/4
2
3/4
1/2
1/4
1
3/4
1/2
1/4

The measuring cup above is filled with water to the line marked by the arrow.

How much water is in the measuring cup?

○ $\frac{1}{4}$ cup

○ 1 cup

● $1\frac{1}{4}$ cups

○ $2\frac{1}{4}$ cups

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R303011

NAEP #: 303011-NTSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: C. Have generally useful manual-perceptual skills

Exercise Type:		Multiple choice
Scoring Type:		Machine
Administration Mode:	9	Group
	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text/Picture

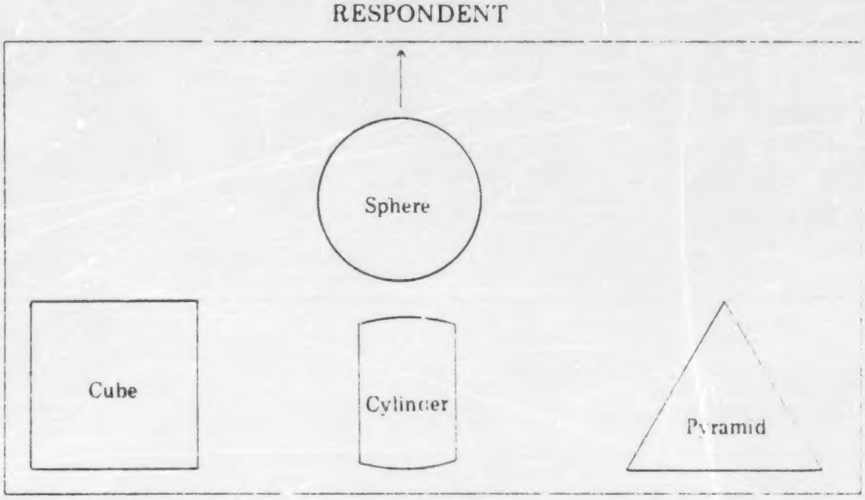
Overlap:	9	13	17	Adult
Package-Exercise:	10-03	07-09	11-05	02-01
Timing: (in seconds)				
Stimulus:	16	16	17	22
Response:	20	19	4	**
I Don't Know:	11	10	11	**
Exercise Total:	47	45	32	**

**Only stimulus material was taped for this exercise.

Comments:

Place Handout Number 5: base with geometric figures directly in front of respondent so that the arrow faces him.

The assembled handout should look like this:



Here are four objects mounted on a base. I want you to sketch a picture of the objects as they appear to you from where you are sitting.

Give respondent package opened to pages 24 and 25. Indicate that he is to do his sketch on page 25, then return the package to you.

When the package has been returned to you, complete page 26.

(Continued)

Do your sketch in the box:

(Continued)

Fill in 1 oval below:

○ Respondent attempted or completed sketch

○ I don't know.

○ No response

P D S

Exercise #: R303012

NAEP #: 303012-1SA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: C. Have generally useful manual-perceptual skills

Exercise Type:		Longer answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Individual
	17	Individual
	Adult	Interview
Stimulus Type:		Read Aloud/Geometric Figures

Overlap:	13	17	Adult
Package-Exercise:	15-10	17-09	03-11
Timing: (in seconds)	*	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories are listed below.

POSITION OF THE FOUR OBJECTS

00 = NO RESPONSE

10 = CORRECT WITH SPHERE OVERLAPPING CYLINDER; APPROXIMATELY HORIZONTAL

11 = CORRECT BUT SPHERE NOT OVERLAPPING CYLINDER

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = ANY INCORRECT POSITION, BUT HAS THE FOUR OBJECTS

39 = I DON'T KNOW

THREE-DIMENSIONALITY

00 = NO RESPONSE

10 = ALL OBJECTS THREE-DIMENSIONAL
SPHERE MAY BE DRAWN AS A CIRCLE, TOP OF THE CYLINDER SHOULD BE CIRCLE OR OVAL, CUBE SHOULD HAVE 2 OR 3 FACES, PYRAMID SHOULD BE SHOWN WITH 2 OR 3 SIDES

11 = ALL OBJECTS THREE-DIMENSIONAL, ONE OR MORE DRAWINGS DONE OBVIOUSLY INCORRECTLY
HOUSE SHAPE FOR CUBE OR PYRAMID

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = TWO OBJECTS THREE-DIMENSIONAL (OTHER THAN SPHERE)

23 = ONE OBJECT THREE-DIMENSIONAL (OTHER THAN SPHERE)

39 = I DON'T KNOW

Categories are listed below.

RELATIVE SIZE

00 = NO RESPONSE

10 = ALL OBJECTS APPROXIMATELY SAME WIDTH, PYRAMID SLIGHTLY TALLER THAN CYLINDER AND CUBE, CUBE AND CYLINDER SAME HEIGHT, SPHERE SAME OR SLIGHTLY SMALLER

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

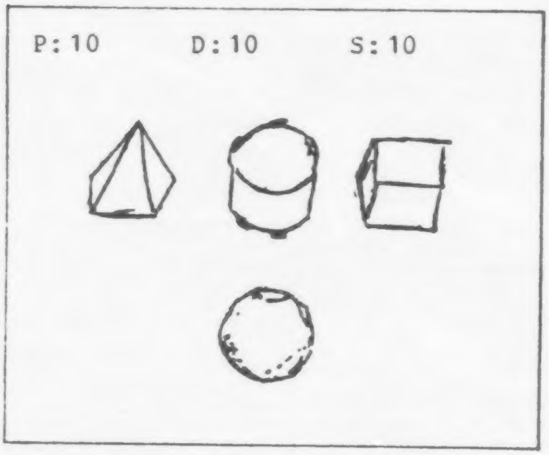
21 = OTHER UNACCEPTABLE RESPONSES
LESS THAN 4 OBJECTS DRAWN

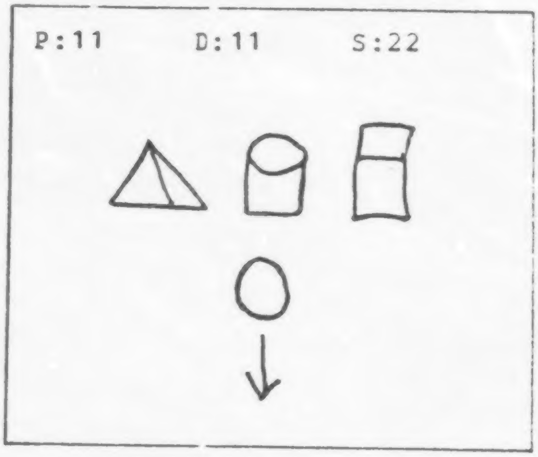
22 = ALL OBJECTS APPROXIMATELY THE SAME SIZE
PYRAMID, CYLINDER, CUBE SAME SIZE, SPHERE SLIGHTLY SMALLER

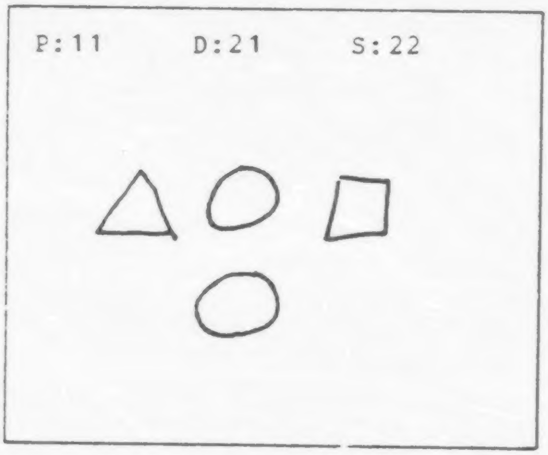
39 = I DON'T KNOW

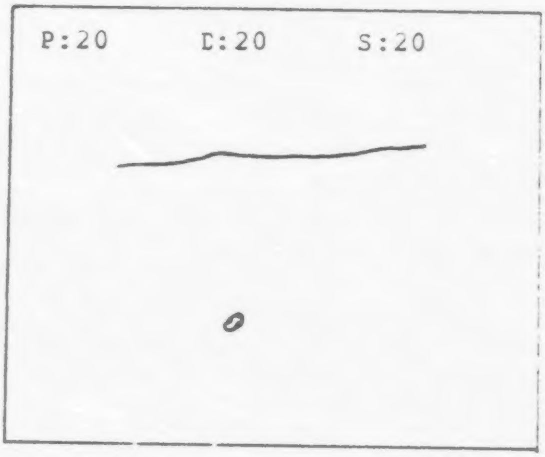
The following are sample responses:

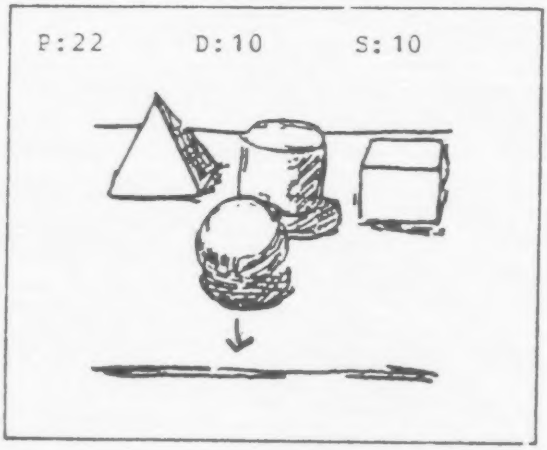
P = POSITION D = DIMENSIONALITY S = RELATIVE SIZE

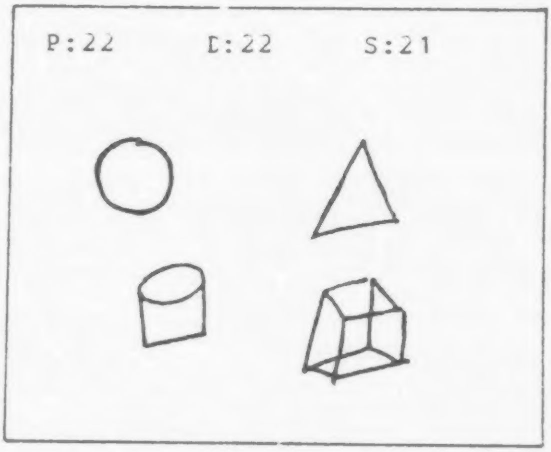

P:10 D:10 S:10


P:11 D:11 S:22


P:11 D:21 S:22

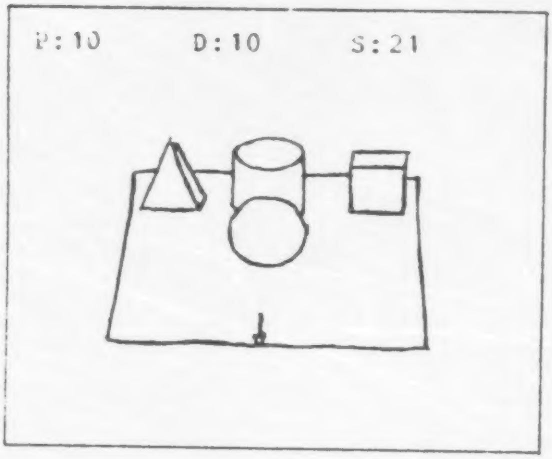

P:20 D:20 S:20


P:22 D:10 S:10

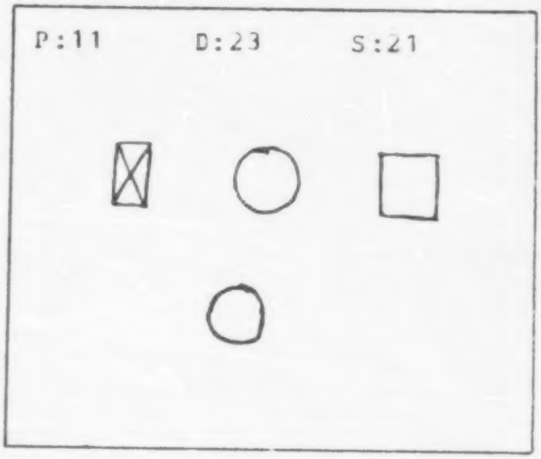

P:22 D:22 S:21

The following are sample responses:

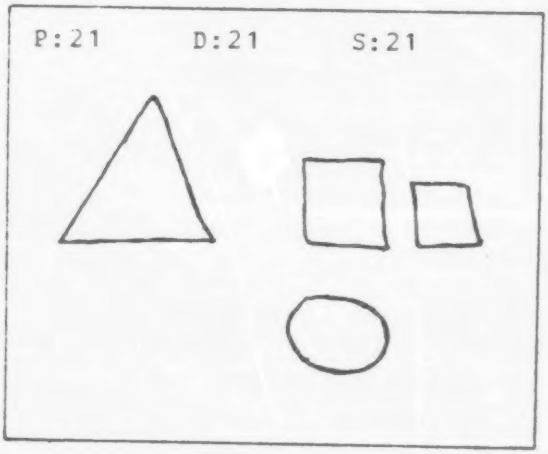
P = POSITION   D = DIMENSIONALITY   S = RELATIVE SIZE



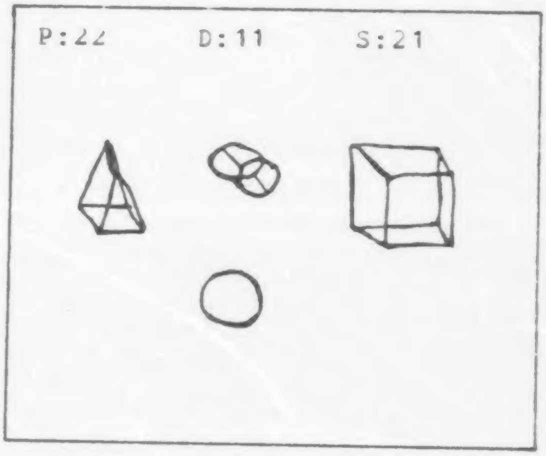
P:10 D:10 S:21



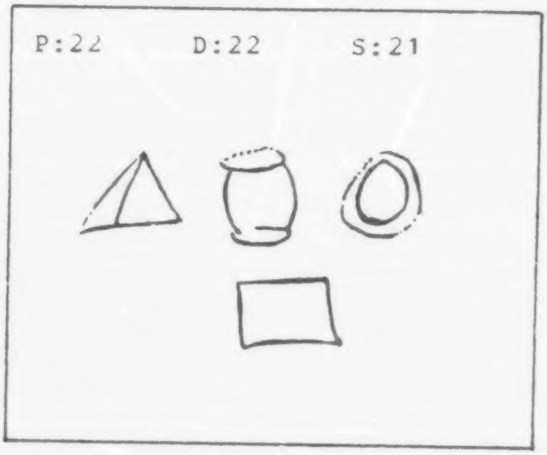
P:11 D:23 S:21



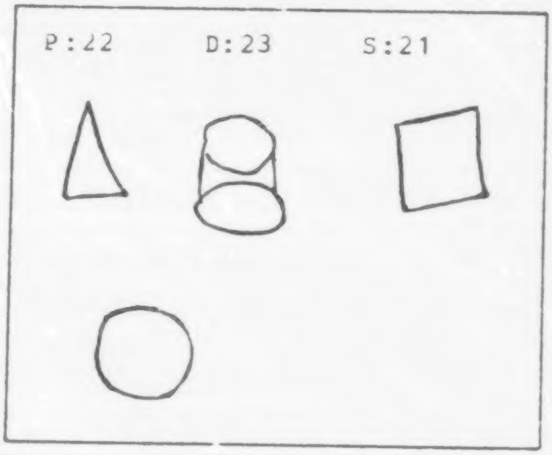
P:21 D:21 S:21



P:22 D:11 S:21



P:22 D:22 S:21

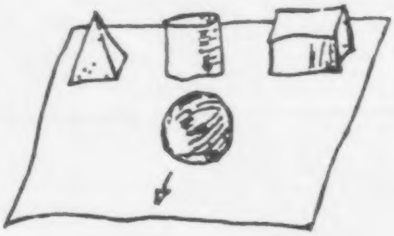


P:22 D:23 S:21

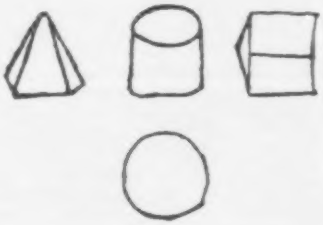
The following are sample responses:

P = POSITION D = DIMENSIONALITY S = RELATIVE SIZE

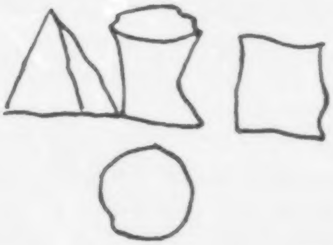
P:11 D:10 S:21



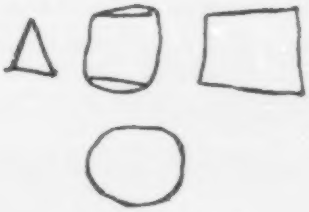
P:11 D:11 S:22



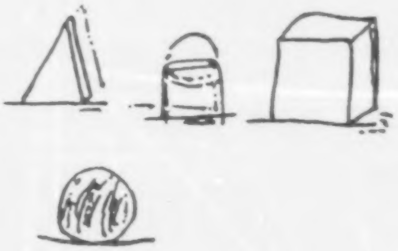
P:11 D:22 S:22



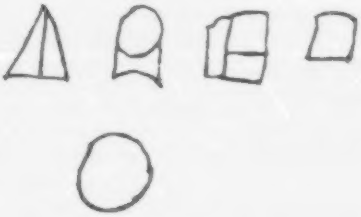
P:11 D:23 S:21



P:22 D:11 S:21



P:22 D:11 S:22



Suppose a large airline has the following policy:

> "All stewardesses must be unmarried women between the ages of 21 and 35."

How would you change the policy? Write your new policy below.

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

M S A O

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R304001

NAEP #: 304001-SA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: D. Have generally useful information-processing and decision-making skills

Exercise Type:		Longer answer
Scoring Type:		Semi-Professional
Administration Mode:	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	17	Adult
Package-Exercise:	02-06	02-20
Timing: (in seconds)		
Stimulus:	21	17
Response:	183	**
Exercise Total:	204	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories are listed below.

MARRIAGE

00 = NO RESPONSE

10 = LIBERAL CHANGE, NO RESTRICTION (CAN BE MARRIED OR UNMARRIED)

11 = ADDS DIVORCEES OR WIDOWS TO ELIGIBLES

12 = LIBERALIZED UNDER GIVEN CONDITIONS

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = NO CHANGE; OR MENTIONS NO CHANGE

23 = RESTRICTIVE CHANGE

39 = I DON'T KNOW

SEX

00 = NO RESPONSE

10 = LIBERAL CHANGE, NO RESTRICTION

12 = MEN ALLOWED UNDER GIVEN CONDITIONS

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = NO CHANGE

23 = RESTRICTIVE CHANGE

39 = I DON'T KNOW

R304001-SA

SCORING GUIDE

Categories are listed below.

AGE

00 = NO RESPONSE

10 = NO AGE LIMIT; EXTENDS THE AGE LIMIT TO 65 AND DOES NOT RAISE THE LOWER LIMIT

11 = INCREASES THE AGE SPAN BUT NOT TO 65; UPPER LIMIT 65, LOWER LIMIT OVER 21

12 = INCREASES THE AGE SPAN UNDER GIVEN CONDITIONS

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = NO CHANGE, OR CHANGES RANGE BUT NOT SPAN

23 = RESTRICTIVE CHANGE (AGE SPAN LESS)

39 = I DON'T KNOW

OTHER

00 = NO RESPONSE

10 = LIFTS MORE THAN ONE OTHER RESTRICTION

11 = LIFTS ONE RESTRICTION

12 = LIFTS A RESTRICTION UNDER A GIVEN CONDITION

13 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

22 = COMBINATION OF RESTRICTIVE AND NON-RESTRICTIVE CHANGES

23 = ONE RESTRICTIVE CHANGE

24 = MORE THAN ONE RESTRICTIVE CHANGE

39 = I DON'T KNOW

SCORING GUIDE

Sample responses are listed below.

AGE	CATEGORIES MARRIAGE	SEX	AGE	OTHER	RESPONSE
17	10	10	11	24	Steward (esses) must be citizens in good standing. Age must be 18 to 50, with no physical disabilities. They must pass standardized tests before being accepted for employment. Height and weight considered.
17	11	22	23	00	All stewardesses must be unmarried or in the process of getting a divorce. They must be between the ages of 18 and 30.
17	12	22	22	00	All stewardesses must be women between the ages of 21 and 35, married or unmarried, but without children.
17	22	22	22	24	"All stewardesses must be mentally stable, physically fit, unmarried women between the ages of 21 and 35."
17	23	22	23	23	All women who are to become stewardesses are to be: married, weight between 99-120 lbs., and must be between the ages of 18-30.
17	10	10	11	23	All stewards or stewardesses must be physically capable individuals between the ages of 18 and 35. During their service to the airline all pregnant stewardess will be given a leave of absence.
17	12	22	22	00	All stewardesses must be between the ages 21 and 35, _preferably_ unmarried.

Sample responses are listed below.

AGE	CATEGORIES MARRIAGE	SEX	AGE	OTHER	RESPONSE
17	12	10	11	23	All stewardesses must be between ages 18 and 40, be in good physical condition, and may be male or female. If they are married, must be able to leave family for short periods of time at short notice.
17	10	22	23	24	They must have a decent body. They must be good looking. I don't care if they are married or not. Make the age limit 18 to 25. Make sure they are very friendly. Make sure they are available and ready.
17	12	22	11	23	"All stewardesses must be over 19 and under 35. Two years of college is required and can not have been married over 1 year.
A	10	10	10	22	First, through union contract negotiations - if that fails, then a class action civil rights lawsuit. Any able-bodied person who meets physical, emotional intelligence requirements, regardless of sex, age, race will be hired on a basis of openings within the cabin attendant rank
A	12	22	12	00	Married women should be able to make short family flights. As long as they are still attractive they should be able to work as long as possible.
A	21	21	21	21	I know someone that had to do this and she had to go to court and it was go on for 2 yr.
A	22	10	10	00	I would hire men and women of any age. They would have to be unmarried. A wife should not be flying around in the air. Neither should a husband.

Sample responses are listed below.

AGE	CATEGORIES MARRIAGE	SEX	AGE	OTHER	RESPONSE
A	23	22	23	00	All the stewardesses must be 21 and married
A	10	10	10	10	All flight attendants must be over 18 years of age. Positions are open to all persons regardless of sex, color, or creed.
A	21	21	21	21	Organize all stewardesses
A	10	22	10	23	Prefer young attractive female
A	10	10	10	23	All stewardesses will be male or female, married or unmarried between the ages of 21 to 100, with health records
A	10	22	11	23	All stewardesses married or unmarried must be between the ages of 18 and 33, with a better than average personality
A	22	22	22	00	I would leave as is
A	10	10	22	22	All stewardesses or stewards must be in good health which must be validated by a physical exam every year. It is required that they be at least 21 years old and a suggested retirment age of 35 is advocated. No minimum or maximum height is required but weight must be in accordance with company charts and in regard to height.

Comments:

A. Have you ever helped anyone with school work that he could not do by himself?

○ Yes (Go to B)

○ No (End the exercise)

○ I don't know. (End the exercise)

○ No response (End the exercise)

B. What did you do to help that person with his schoolwork?

○ I don't know.

○ No response

○	○	○
○	○	○
○	○	○
○	○	○
○		○
○		○
○		○
○		○
○		○
○		○

2-305008-1.2.3

Exercise #: R305008

NAEP #: 305008-NTS

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: E. Have generally useful interpersonal skills

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Read Aloud

Overlap:	9	13	17
Package-Exercise:	11-06	15-11	17-01
Timing: (in seconds)	*	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = GIVES A SPECIFIC WAY OF HELPING OR A SPECIFIC PART OF A SUBJECT AREA

Age 9	Told my brother how to write his "A's" right
	Like Tina, she couldn't get 7 x 8, so I told her it was 56
	I helped cut out Valentines and showed my friend how to cut them
	Math - showed him how to do fractions
	In math - with times tables I'd use the flash cards with them
	Helped them pronounce words
Age 13	Help my nephew write his ABC's
	Social studies - helped him find 3 questions
	I taught her her multiplication tables
	I showed him how to do one that wasn't in the book to see if he could do the one that was in the book
	I showed him how to do it and then I gave them some examples
Age 17	In geometry I helped them work problems
	Just helped him spell
	I explained some of the symbols used in elementary analysis
	I taught a kindergarten child to pronounce and spell a word
	Math - he couldn't divide so I helped him
	Taught him to read word by word

11 = GENERAL STATEMENT OF HELP

Age 9	Math
	I showed him how to do it
	Told him how to do it
	Tell him some words
	I told him the directions
Age 13	I tried to tell him how to do it
	English, help him
	I gave him some informations
	In reading
	Show him how to do the work
	I helped him with math and reading problems
	Explained it to her
	I told him the mistake that he was doing wrong
	May be do his math or English for him
Age 17	Math
	History
	English
	Helped a girl with Geometry all year
	I showed him examples and just showed him how to do it
	Explained how to do it
	Went over things to make sure it was right

Categories and sample responses are listed below.

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

All ages In art I asked how to draw
Cheating
John Smith

39 = I DON'T KNOW

Comments:

Suppose you knew someone who spoke almost no English. How could you help him to get along?

☐ I don't know.

☐ No response

(1) ____

(2) ____

(3) ____

(4) ____

(5) ____

	(1)	(2)	(3)	(4)	(5)
0	0 0	0 0	0 0	0 0	0 0
1	1 1	1 1	1 1	1 1	1 1
2	2 2	2 2	2 2	2 2	2 2
3	3 3	3 3	3 3	3 3	3 3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Exercise #: R305009

NAEP #: 305009-NTSA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Subobjective: E. Have generally useful interpersonal skills

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Individual
	17	Individual
	Adult	Interview
Stimulus Type:		Read Aloud

Overlap:	9	13	17	Adult
Package-Exercise:	11-13	15-17	17-10	03-12
Timing: (in seconds)	*	*	*	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ANY CONSTRUCTIVE SUGGESTION

Age 9	Do motions with my hands...
	Get someone who speaks English and his language
	Try to help him learn English
	Show him word cards
	Tell him how to say words
	Eat with him at lunch
	Teach him how to type in American
	Go to the store for him
Age 13	Showed him how we do things
	Explained his lessons
	Told him what a word meant
	Send him to a place that could teach him how to speak it
	If I knew the language he talked, I would talk like that
	Teach him to speak English
	Let him say the words after I say them
	You could tell him how much some stuff cost
	Learn part of their words
	With sign language
	By pictures
	I'd help him recognize words
	Get him a book that translated his language into English
Age 17	Start out with objects, tell him what it was in English
	Buy a book of his language and do the best I could
	Hand signals
	Repeat words to him
	Teach him some basic words
	Introduce him to my friends
	Try to find an interpreter
Adults	Try to teach him basic phrases
	By signals, using your hands
	Letting him watch you
	Talk slowly to him
	Get him an interpreter
	Try to find out where lessons were available
	Accompanying the person to their shopping or trip

Categories and sample responses are listed below.

11 = OTHER ACCEPTABLE RESPONSES (VAGUE)

Age 9	Help him with other problems
	Try to make him happy
	By being kind to him
Age 13	I could be his friend
	Always encouraging him. Never discouraging him
Age 17	By teaching him
	Help him
	Try to make him feel at home if he was lost
Adults	Patience
	Work with him

20 = GARBAGE

Age 9	No samples given
Age 13	No samples given
Age 17	Phrase you use most often
Adults	No samples given

21 = OTHER UNACCEPTABLE RESPONSES

Age 9	I'd tell him if he wants to talk to me he has to talk in English. I can't stand Spanish
	Take his dog out for a walk
Age 13	Help in the library
Age 17	Getting him interested in it
	His attitude
	Get along with his school work
	Depends on language that he spoke
	By his facial expressions
Adults	By broken English
	Basic needs of daily life

22 = AVOIDANCE BEHAVIORS OR TELLS WHAT NOT TO DO

Age 9	Not to tease him
	Don't fight him
	Don't be mean to him
Age 13	Leave him alone
	Don't make fun of him
	Don't make him talk any more than he has to
Age 17	No samples given
Adults	No samples given

39 = I DON'T KNOW

Write your notes here:

____

____

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____

A. What are the four BEST things that Mr. Brown did as boss?

Give an example for each thing.

(1) ____

____

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(2) ____

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(3) ____

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(4) ____

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STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

Write your notes here:

B. What are the four WORST things that Mr. Brown did as boss?

Give an example for each thing.

(1)

(2)

(3)

(4)

(1) (2) (3) (4)

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R305010

NAEP #: 305010-TI

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: E. Have generally useful interpersonal skills

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text/Film

Overlap:	13	17
Package-Exercise:	13-01	13-01
Timing: (in seconds)		
Introduction:	77	76
Film Scene One:		
Stimulus:	372	373
Response:	330	330
Film Scene Two:		
Stimulus:	345	342
Response:	330	331
Exercise Total:	1454	1452

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ORGANIZED THE TASK

Age 13
He splits up the work evenly
They worked together, they all did things
Organizes a good group
Each one of them had a section of the city. They were all going to ask questions
Divided the people into six groups
He had the area divided up into six different areas so it would be easier
He didn't push all the work on just one person

Age 17
He organized the group well by giving each person certain things to do
Allowed people to do what was most convenient
By splitting up into groups to give the papers around
He tried to separate the work evenly (such as the papers)
While Mr. Brown was giving the information he had good materials
Organized the meeting
He knew what exactly had to be done and how - who to give the forms to and how it all should be worked out
Organized; in the beginning of the film he got everything in the right place and got the wheel rolling

11 = ACCEPTED SUGGESTIONS

Age 13
He considered different ideas his employees have
He let the people make suggestions he didn't tell what to do. Ex. one of the people suggested dividing the people into subdivisions and he agreed
He would listen to what other people had to say and take some suggestions
He listens to Davis's suggestion about dividing the map
Lets other people do what they had suggested to do and see if it will work out

Age 17
He listened to other people's ideas
Listened to the suggestion made by one of the workers and found it would make the project easier
He tried to understand what the others said
Used some of the employees' ideas

Categories and sample responses are listed below.

12 = EXPLAINED THE TASK

Age 13	He explained most of the work
	He told them the things that they were going to do
	He described what had to be done that day to the team
	He has good suggestions when questions are asked
	He assign each person a thing to do and showed them how
Age 17	Explained the new project they had to do
	Explained directions to the group
	He advised them on what to do and how to do it right
	He gave a definite response to all their questions

13 = POLITE

Age 13	He was polite to them
	He was polite to Mr. Henderson
	He didn't lose his temper. When an employee asked a dumb question he didn't get angry
	Was nice to all his workers, he didn't get mad at any of them
	He sometimes talked in a kindly way
Age 17	He was polite to his own boss when he walked into the room
	Made sure everybody met his boss
	Friendly, gets along with employees
	He responds promptly
	The boss was generally courteous to his employees and thanked them when they offered to help
	He was kind to most of the ones in there with him

14 = PRAISES GOOD WORK; ENCOURAGES GOOD WORK

Age 13	He complimented the employees
	Gave them praise after they did something good
	Gives credit when they do something good
	He said how nice she had marked it and how very clear it was
Age 17	Mr. B. praises the people on his team, tells Judy she has a good idea
	He complimented their work by speaking highly of it
	Telling the group that they done well
	He is complimentary
	Encouraged someone when they did something good
	Praised employees when they made a helpful suggestion

15 = UTILIZED EMPLOYEES' STRONG POINTS

Age 13	He chose who he thought could do the job best
	Lets someone who is familiar with the area make the layout
	Mr. Brown let Judy draw on the map instead of letting somebody else. She knew the area
Age 17	Had the best qualified person do the job
	He appoints who he thinks will do the best job
	Letting Judy mark off the map to save time

Categories and sample responses are listed below.

16 = WORKS WITH EMPLOYEES: HELPED WITH THE TASK

Age 13 He help the boy to cut the paper
He helped David with his pile of paper
He helped one of the team members finish his pile of work
When he got done with his work he helped the crew with theirs
Helped the others out when he gets finished and they have a few more to go
Helps other people with their work
Mr. Brown helped Mr. Rodriguez with the papers
Age 17 They worked as a group and Mr. B. did the polls too
When he had finished with his work he helped another worker who had a lot of work to do
Participated in all the work
He agrees to help others
Offered to help the team get the work done
Mr. B. is equal. He works with his team doesn't just stand and supervise

17 = OTHER ACCEPTABLE RESPONSES

Age 13 He tries to let them out of the office on time
He gave them all enough time to finish their jobs. He never did hurry them
Try to finish by four thirty
He has Mexican, Negro, whites
He tried to hurry up and get done instead of stalling
Age 17 He let everyone participate
Set a certain time to try and be finished
Talked on the people's level not like he was a brain or genius, or knew it all
Used minority people
He treated everyone as an equal person. He, as far as I noted was not prejudice
Didn't seem to press the work too hard, not to rush
He let them quit at 4:30

20 = GARBAGE

Age 13 He was med to the man
How they are going to do the wrout
Age 17 No samples given

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE responses

Age 13 He told things to find the passed where the people live
He was give things some thing to do
He told them to find their own answers
He like the boy and girl
Pick the paper and have a test
How he acted when the man came in to the room
He let one of his friend that worked it the group with them check the tests and mail them in
They can go to house in order
He put the papers into one big pile
Mr. Brown disgusted after forgot to tell the group
Age 17 Seemed to like his job
He didn't let the meeting get out of hand
He told them they should ask something when they already knew it
Some of the details who told when the film first started
He took the hateful talking that man gave him

22 = EXACT DUPLICATE WITHIN PART A

23 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 23)

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = DIDN'T ORGANIZE THE TASK VERY WELL

Age 13	Should have had copies for everyone
	Not organized
	Didn't think ahead about maps
	Wanted to divide up the kit alphabetically
Age 17	Mr. B. did not plan the survey well; he left that to his employees
	He did not divide the papers correctly if he did the boy would have his done too
	Mr. B. should have had copies made of the area in case something should happen to the original. (Ex. Mr. B. said not to have copies made)
	He wasn't at all organized. He didn't get all his information across to them before they started
	Divides the map by size instead of by population area
	Seemed dense and disorganized. Didn't know what the hell he was doing He did not plan ahead.

11 = DID NOT TAKE AND ENCOURAGE SUGGESTIONS

Age 13	Won't let anybody else do things. Won't give the other girl a chance
	He does not listen to some good suggestions and it could improve the way they do things
	He told the other girl not to do the copy and divided the map up because Judy could do it better.
	Turning a worker down when she offered to help
Age 17	When the black girl asked to help he told her the other girl could do it better
	He should have let the girl who wanted to divide the areas do it instead of telling someone else to do it
	He criticized a lot of opinions
	He refused to let the black girl divide the map
	Turned down a volunteer - Doris volunteered but he asked Judy to do it

Categories and sample responses are listed below.

12 = DIDN'T EXPLAIN THE TASK WELL; TRIED TO HURRY THROUGH

Age 13 He should tell the people their assignment
He should tell them every thing before starting
He told Barbara that she should know the answer
When someone asked a question Mr. Brown expected them to know the answer like when one boy asked where pile #1 was
He rushed people too much (he wouldn't take time out to explain to people, like he wouldn't answer the man)
Didn't tell the group exactly what to do
Didn't them not to do something
Didn't answer questions if you don't understand he gets mad about that
Takes things for granted. Didn't tell employee the answer to her question
Doesn't explain everything. Forgot to tell employees to leave out certain addresses
Should answer all questions properly
Should include all details
Age 17 He did not tell his group all the details of the project
He was hurrying the team to finish
He forgot to tell them to throw out the people, single under 25

13 = DISCOURTEOUS; IMPATIENT

Age 13 He got mad at the group too fast and then got nice, too unpredictable
He does seem to have patience with explaining things
He loses his temper and acts mad too much. Ex. Barbara asked a question and he tells her off
He is too easy to upset. Ex. Bruce asked a question and he gets all upset over it.
Gets mad at others because of his mistakes. Ex. Didn't tell the team about single people under 25 and when they question him he tells them off
Age 17 He was short tempered and didn't want to answer questions
He expected the team to know everything and depended on them
He talks snobbish to employees
Got on to helpers for something he forgot to do
Hateful with the other boy

Categories and sample responses are listed below.

14 = DIDN'T ACCEPT RESPONSIBILITY

Age 13 He should not blame it on someone else

He blames someone else for his own mistake (when the boss came into the room Mr. Brown blamed Rodriquez for what he did)

How it blamed the other boy to get himself out of trouble

Gives the blame to other people. When told he had made an error he said one of his employees had done that work

Age 17 He wanted to blame this mistakes of the last poll on David, but Mr. B was responsible and should have taken the blame

Gets out of things by blaming others

Tried to blame his employee for a mistake

When the vice president came he tried to "pass the buck" to the Rodriquez man

15 = SHOWED FAVORITISM

Age 13 He favored someone. Someone asked to do something but he let someone else

He favored people. Ex. He said that Judy could divide the areas better than the other girl

He would only let one person do things he should have let them all do it. Mr. Brown would let Judy do everything

He always depends on Judy more than anyone in the group

Age 17 The black girl was never really included when she tried to help he wouldn't let her

He seem to favor one of his employees

He didn't take volunteers, he seemed to favor one girl as being the most capable to do things

He was prejudiced against black people

He always had Judy to do everything

16 = OTHER ACCEPTABLE RESPONSES

Age 13 Check everything first (he didn't do)

He makes a lot of errors in his work

Used only young people

Didn't check the material before sending it in

Age 17 He panicked when Mr. Henderson came into the room

He appears to be a put on; trying to keep a smile even after getting upset

Assumes that people under 25 are never home which doesn't help his relations with employees because most of them are under 25

Prejudice toward younger people.

He should have checked his last report before he turned it in

Categories and sample responses are listed below.

20 = GARBAGE

Age 13 He have do anything
He was med to the man
When
He kind of tried to
He got mad when one of them did not
Age 17 No samples given

21 = OTHER UNACCEPTABLE RESPONSES

Age 13 He said single people about 25 were not home
He told Judy to take half of the houses
He told Judy cut the map in half
He shouldn't let that girl draw on the map with a pen
He shouldn't put them out
How once he got in trouble he ended class so short and right away
He thinks young people aren't too important
He didn't want them to go to anyone who's under 25 because he said they would never be home
Said some one under 25 moved around too much
Does not let singles under 25 inticipate
Did not include the single people under 25. They have just as good suggestions as the other
He should have had just as good turn outs as the others they were doing the same thing
Age 17 He wasn't willing to chase singles under 25
He wasn't too impressing by telling the others they might have some papers out of place
Not being able to face up to the faults and try to solve them
He didn't act like he was too concerned about his job. He only wanted to get it done

22 = EXACT DUPLICATE WITHIN PART B

23 = DIRECT CONTRADICTION (SAME ANSWER TO A AND B--MUST CODE BOTH A AND B 23)

39 = I DON'T KNOW

List five kinds of part-time work people your age do to earn money in or near your town.

(1)____

(2)____

(3)____

(4)____

(5)____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

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Exercise #: R306006

NAEP #: 306006-TS

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: F. Have employment-seeking skills

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	13	17
Package-Exercise:	12-01	01-08
Timing: (in seconds)		
Stimulus:	6	6
Response:	129	130
Exercise Total:	135	136

SCORING GUIDE

CATEGORIES OF OCCUPATIONS

PROFESSIONAL AND TECHNICAL

101 = ARTIST, ENTERTAINER, MUSICIAN, PHOTOGRAPHER

102 = WRITER, JOURNALIST, EDITOR, REPORTER, RADIO ANNOUNCER

103 = TEACHER, PROFESSOR, LIBRARIAN, EDUCATOR, WORKING WITH RETARDED, NURSERY SCHOOL TEACHER

104 = SOCIAL WORKER, CLERGYMAN

105 = DOCTOR, DENTIST, VETERINARIAN, CHIROPRACTOR, PSYCHIATRIST, OPTHALMOLOGIST

106 = REGISTERED NURSE, PHARMACIST, DIETICIAN, PHYSICAL THERAPIST, OPTOMETRIST, WORK WITH HANDICAPPED

107 = MEDICAL OR DENTAL TECHNICIAN, X-RAY TECHNICIAN, LAB ASSISTANT IN CHEMISTRY

108 = NATURAL SCIENTIST, MATHEMATICIAN, ENGINEER, ARCHITECT, CHEMIST, PHYSICIST, GEOLOGIST, ARCHEOLOGIST, ZOO KEEPER, OCEANOGRAPHER

109 = DRAFTSMAN, SURVEYOR, ELECTRONIC TECHNICIAN, COMPUTER PROGRAMMER, RADIO OPERATOR, AIR TRAFFIC CONTROLLER

110 = LAWYER, JUDGE

111 = RECREATION PROFESSIONAL, COACH, SPORTS INSTRUCTOR, BOXER, BASEBALL PLAYER, HORSE TRAINER, DEEP-SEA DIVER, ANIMAL TRAINER, JOCKEY, MOTORCYCLE RACER

112 = TUTOR IN EDUCATION, SCOUT LEADER

113 = OTHER PROFESSIONALS OR TECHNICAL WORKERS: FUNERAL DIRECTOR, FORESTER, AIRPLANE PILOT, ACCOUNTANT, PERSONNEL WORKER, NAVIGATOR, GEOGRAPHER, TRANSLATOR, INTERIOR DECORATOR, ANTHROPOLOGIST, CONSERVATIONIST, SOCIAL SCIENTIST, ECONOMIST, FLIGHT DIRECTOR, PSYCHOLOGIST, COUNSELOR

114 = FARMER, FARM MANAGER: DOG BREEDER, OWN KENNEL KEEPER, FLORIST, HORTICULTURIST

115 = FARM LABORERS: FOREMAN, BEAN WALKER, CHERRY PICKER, WORK ON A FARM OR RANCH

116 = OWNER OF A BUSINESS: CONTRACTOR, RESTAURANT OWNER

MANAGERS OR ADMINISTRATORS

117 = GOVERNMENT OFFICIAL, POLITICIAN

118 = MANAGER OR ASSISTANT MANAGER OF A STORE, DEPT. HEAD IN A STORE, CREDIT MANAGER

119 = BUYER, PURCHASING AGENT

120 = OTHER MANAGERS OR ADMINISTRATORS: POSTMASTER, UNION OFFICIAL, SHIP PILOT, PRINCIPAL, BANKER, GAME WARDEN, ANTIQUE DEALER, SCHOOL BOARD, RACKETEER, TREASURER

CLERICAL

121 = OFFICE WORKERS: SECRETARY, TYPIST, STENOGRAPHER, BOOKKEEPER, PAYROLL CLERK, RECEPTIONIST, FILE CLERK

122 = OTHER CLERICAL WORKERS: KEY PUNCH OPERATOR, BANK TELLER, CASHIER, LIBRARY ASSISTANT, INSURANCE INVESTIGATOR, SHIPPING CLERK, SWITCHBOARD OPERATOR, TICKET AGENT, MAIL CARRIER, STOCK CLERK, WORK IN LIBRARY, WORK IN MEDIA CENTER, TRAVEL AGENT, CLERK

SALES

123 = PROFESSIONAL SALES WORKERS: INSURANCE AGENT, BROKER, REAL ESTATE AGENT, STOCK OR BOND SALESMAN

124 = OTHER SALES WORKERS: SALESMAN, DEMONSTRATOR, SALES CLERK, ADVERTISING AGENT, AUCTIONEER

CRAFTSMAN

125 = BUILDING TRADES: CARPENTER, BRICKMASON, TILE SETTER, ELECTRICIAN, PAINTER (CONSTRUCTION ONLY), PLASTERER, PLUMBER, ROOFER, HEAVY MACHINE OPERATOR, CARPET LAYER

126 = MECHANICS AND METAL WORKERS: BLACKSMITH, MACHINIST, CAR OR AIRPLANE MECHANIC, RADIO OR TV REPAIRMAN, APPLIANCE REPAIRMAN, TINSMITH, TOOLMAKER, WORKS ON CARS, TOOL AND DIE

127 = OTHER CRAFTSMEN: BAKER, INSPECTOR, TELEPHONE LINEMAN, OPTICIAN, SHOE REPAIRMAN, TAILOR, RAILROAD ENGINEER, PRINTER

128 = MILITARY (UNLESS OTHERWISE CLASSIFIED)

OPERATIVES AND APPRENTICES

129 = APPRENTICES TO A CRAFTSMAN

130 = TRANSPORTATION: CAB DRIVER, BUS DRIVER, TRUCK DRIVER, AMBULANCE DRIVER, DELIVERYMAN, BOATMAN, TRACTOR DRIVER

131 = OTHER OPERATIVES: ASSEMBLER, ASSEMBLYLINE WORKER, SEAMSTRESS, LAUNDRY OPERATIVES, MINER, PACKER, WRAPPER, PAINTER, WELDER, MEAT CUTTER, GAS STATION ATTENDANT, FACTORY WORKER, STEEL WORKER, "HAULING", OIL RIG

SERVICE WORKERS

132 = PROTECTIVE SERVICE: POLICEMAN, FIREMAN, GUARD, LIFEGUARD, SHERIFF, DETECTIVE, FOREST RANGER

133 = MEDICAL ATTENDANT: PRACTICAL NURSE, NURSE'S AID, ORDERLY, HOSPITAL ATTENDANT, CANDY STRIPER (VOLUNTEER)

134 = HAIRDRESSER, BARBER, COSMETOLOGIST

135 = BABYSITTER, NURSERY SCHOOL ATTENDANT

136 = COOK

137 = AIRLINE STEWARDESS, FLIGHT ATTENDANT

138 = MODEL

139 = PAPER ROUTE

140 = WAITER, WAITRESS, BARTENDER, CAR HOP

141 = DO WASHINGS, TAKE IN IRONINGS (FOR PRIVATE HOUSEHOLD)

142 = MAID, JANITOR, CLEANING LADY, WINDOW WASHER, HOUSEWORK, WORK AROUND THE HOUSE (GARAGE)

143 = USHER, ELEVATOR OPERATOR, RESTAURANT HOSTESS, PATROL LADY

144 = PORTER, GOLF CADDY, CARRY-OUT BOY, GROCERY BAGGER, BELLBOY

145 = ATTENDANTS: COAT CHECK GIRL, SKATING RINK ATTENDANT, BAT BOY, LOCKER ROOM ATTENDANT, ALTAR BOY, BINGO ATTENDANT, CONCESSION ATTENDANT, PIN SETTER, SWIMMING POOL ATTENDANT, TICKET TAKER, ICE CREAM SCOOPER

146 = DISHWASHER, BUS BOY

147 = SHOE SHINE BOY, MANICURIST, VALET, WARDROBE MISTRESS, MAKE-UP MAN

148 = OTHER SERVICE WORKERS: TOUR GUIDE, HOUSEMOTHER, PAGE, ERRAND BOY, CAMP COUNSELOR, TEACHERS AID, WALK DOGS, WORK IN SCHOOL OFFICE, SERVER AT AUCTIONS, CARETAKER, CATERING, TAKE CARE OF PETS

LABORERS

149 = OUTDOOR WORK: GARDENER, SNOW SHOVELER, LAWN MOWER, LEAF RAKER, CLEANING THE YARD

150 = FISHERMAN, TRAPPER

151 = OTHER LABORERS: CARPENTER'S ASSISTANT, CONSTRUCTION LABORER, CAR WASHER, GROOM, GARBAGE COLLECTOR, LONGSHOREMAN, HANDYMAN, LUMBERMAN, STOCK BOY, CAR GREASER DOCK BOY, TAKING A BOAT OUT, LOGGER, TAKE OUT THE GARBAGE, GARBAGE COLLECTOR, ODD JOBS AROUND THE HOUSE, CITY STREET WORKER, KENNEL KEEPER

OTHER

152 = HOUSEWIFE, HOMEMAKER

153 = STUDENT

154 = UNEMPLOYED

155 = DECEASED

156 = OTHER ACCEPTABLE RESPONSES: MEASURE RAIN, COLLECT PAPERS FOR RECYCLING, TAKING THIS TEST, GAMBLER

157 = DOOR-TO-DOOR COLLECTION, DISTRIBUTION, CHEERING UP, CARNIVAL IN BACKYARD

160 = BUSINESS, INSURANCE, WORK IN BANK, BANKING

161 = MEDICINE

162 = GOVERNMENT WORK

163 = CONSTRUCTION

164 = PEACE CORPS, VISTA, RED CROSS

290 = GARBAGE

291 = OTHER UNACCEPTABLE: WORK AT ..., RESTAURANT, MACDONALDS, DAIRY QUEEN, WORKING WITH ANIMALS, COMMUNITY WORK

292 = "NONE"

399 = I DON'T KNOW

Below are three ads from the Help Wanted section of a newspaper. Read all three ads and choose which job you would like best if you had to apply for one of them.

○ -Help Wanted-

OFFICE HELPER: experience in light typing and filing desirable but not necessary, must have 1 yr. high school math and be able to get along with people. $2.50/hr. to start. Start now. Good working conditions. Write to ACE Company, P. O. Box 100, Columbia, Texas 94082.

○ -Help Wanted-

SALESPERSON: some experience desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write to ACE Shoestore, P. O. Box 100, Columbia, Texas 94082.

○ -Help Wanted-

APPRENTICE MECHANIC: some experience working on cars desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write ACE Garage, P. O. Box 100, Columbia, Texas 94082.

Fill in the oval beside the ONE you choose.

On the next two pages, write a letter applying for the job that you chose. Write the letter as if you were actually trying to get the job. Use the name Dale Roberts.

PLEASE CONTINUE ON THE NEXT PAGE

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Write your letter of application in the boxes on this and the following page:

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

(Continued)

You may continue your letter in the box below:

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DO NOT CONTINUE UNTIL TOLD TO DO SO.

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Exercise #: R306009

NAEP #: 306009-SA

Objective: III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK
Subobjective: F. Have employment-seeking skills

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: 17 Group
Adult Non-Interview
Stimulus Type: Tape/Text/Newspaper Ad

Overlap:	17	Adult
Package-Exercise:	08-03	02-05
Timing: (in seconds)		
Choosing Ad:		
Stimulus:	114	122
Response:	11	**
Application Letter:		
Stimulus:	22	24
Response:	652	**
Exercise Total:	799	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories and sample responses are listed below.

NOTE: The score given each sample response in the INFORMATION categories consists of two digits (Ex. 1-1). The first digit is the score for the attempt, and the second digit is the score for whether or not the attempt was correctly done.

A number in parentheses following a sample response in the INFORMATION categories or in the QUALIFICATIONS categories indicates that the response is included in a sample letter which has been assigned that number. The sample letters follow the list of scoring categories for the FORMAT OF THE LETTER.

INFORMATION

JOB ATTEMPTED

1 = ATTEMPTED TO DESCRIBE THE JOB

2 = DID NOT ATTEMPT TO DESCRIBE THE JOB

JOB CORRECTLY

1 = ATTEMPT TO DESCRIBE THE JOB IS CORRECTLY DONE, DIRECT OR INDIRECT

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

Score: 1-1

Age 17
A few days ago I read in the paper tiat you are looking for office help
I am writing in regard to you ad in the paper which asks for an apprentice mechanic (10)
I am applying for the job a the sales man
I would like to apply for you Apprentice Mech. Job you have in the paper

Adults
I'm interested in applying for the job of office helper... (34)
I'm applying for the apprentice job that I read in your ad (16)
I am writing concerning the ad in the paper for a salesperson (26)
I am writing in answer to your ad concerning a salesperson (17)

Categories and sample responses are listed below.

Score: 1-2

Age 17 I have read your newspaper article and am interested in it. (13)

Adults I am writing in response to your ad I read in the paper

Score: 2-1

Age 17 I am interested in your help wanted ad. I have worked on cars before and enjoy it very much

I read your ad in the help wanted section of the newspaper. I have had 2 1/2 yrs. of type and 1 yr. of Shorthand and transcription

I read in the newspaper under the help Wanted section your ad...I have completed one year of typing and four years of math. (1)

I am interested in applying for your job. I have never worked in a shoestore (14)

Adults I am writing in regard to your ad in the newspaper. I have 2 yrs. experience in typing and enjoy talking to people

Am writing in regards to your newspaper ad. I would like the job as I've had some training in bookkeeping and filing. (25)

This letter is an application for the job you advertised in the paper. I have some office experience.... (27)

QUALIFICATIONS ATTEMPTED

1 = ATTEMPTED TO DESCRIBE THEIR QUALIFICATIONS FOR THE JOB

2 = DID NOT ATTEMPT TO DESCRIBE THEIR QUALIFICATIONS

QUALIFICATIONS CORRECTLY

1 = GAVE HIGH LEVEL QUALIFICATIONS

2 = GAVE RELEVANT PERSONAL QUALITIES

3 = GAVE OTHER INFORMATION ABOUT SELF NOT RELEVANT; OR NO QUALIFICATIONS GIVEN

All ages No sample responses given

Categories and sample responses are listed below.

REFERENCES ATTEMPTED

1 = ATTEMPTED TO PROVIDE REFERENCES (AT LEAST 1)

2 = DID NOT ATTEMPT TO PROVIDE REFERENCES

REFERENCES CORRECTLY

1 = CORRECTLY ATTEMPTED REFERENCES: WHO AND HOW TO CONTACT

2 = REFERENCES NOT CORRECTLY DONE OR NOT DONE AT ALL

Score: 1-1

Age 17	I enclose my resume and also references As you can see from the business references I have enclosed (3) My boss will surely recommend me for the position (10) If you would like personal references as to my character please contact J. A. S----, 151 S---- L--- Drive If necessary I can supply a letter of recommendation from almost any merchant or businessman in town. If you wish additional information write back and I will tell you how to get in touch with my former employer.
Adults	Perhaps you would be interested in references from 2 of my former employers (enclosed) (34) I am enclosing a list of the places where I have worked. I am a competent salesman as all of my former employees will assure you. For reference you could write First State Bank of Grand M-----, Minn. c/o R-- G-----

Score: 1-2

Age 17	If you would like a recommendation, you will be able to obtain one from the State Parks System (6)
Adults	I worked part-time for my secretarial teacher and she would be willing to write a letter of recommendation (18) I have 10 years working experience with good references

Categories and sample responses are listed below.

INTERVIEW ATTEMPTED

1 = INDICATED WILLINGNESS TO APPEAR FOR AN INTERVIEW

2 = DID NOT INDICATE WILLINGNESS TO APPEAR FOR AN INTERVIEW

INTERVIEW CORRECTLY

1 = CORRECTLY INDICATED WILLINGNESS TO APPEAR FOR AN INTERVIEW

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

Score: 1-1

Age 17	...and would like to know when I could have an appointment (9) If an interview is desired, I can come any time you wish I would be glad to come for a personal interview at your convenience (1) If you choose to accept my application I would like to have a personal interview with the owner of the store (4) If you desire an interview I am available during the afternoon, 3:00-6:00 p.m. (2)
Adults	I would appreciate an interview with your company (34) Would be happy to come for an interview I would request a personal interview at your convenience If possible I would like to schedule an interview (17) I have read your ad and would like to have a personal interview with your company Looking forward to meeting with you and discussing working for your firm

CONTACT ATTEMPTED

1 = ATTEMPTED TO INDICATE HOW HE COULD BE CONTACTED

2 = DID NOT ATTEMPT TO INDICATE HOW HE COULD BE CONTACTED

CONTACT CORRECTLY

1 = ATTEMPT CORRECTLY DONE: NAME AND ADDRESS OR PHONE NUMBER

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

Categories and sample responses are listed below.

Score: 1-1

Age 17
My phone # is 893-5200 (3)
I may be contacted at P.O. Box 000, Columbia Texas, 94083
If you are interested please call and tell me: phone 893-5200

Adults
Dale Roberts
0000 No Such Street
Houston, Texas (17)

Sandra L. _____
---- South Pole Ave.
Chicago, Illinois

Dale Roberts
1000 This street
Anytown USA

Score: 1-2

Adults
Dale Roberts
(Return Address)

Dale Roberts
Address.--(27)

Wm. Edward _____
(Address) (24)

OTHER--ASKS FOR MORE INFORMATION ABOUT THE JOB

1 = ASKS FOR MORE INFORMATION ABOUT THE JOB

Age 17
I'm writing to find out, more about the job that you are wanted help with
What kind of clothes should I wear?
...would like more information on the job in the paper (11)

Adults
I would be interested in knowing of your training and benefit
Would like to know the working hours, vacation allowed, health plans if any
Is $2.50 starting salary only or is advancement open in salary range? (21)
Please send me any particulars necessary to the position
Please let me know if I can start tomorrow
Please send necessary information about how to apply for this position

Categories and sample responses are listed below.

2 = DOES NOT ASK FOR MORE INFORMATION ABOUT THE JOB

OTHER--USES A REASON FOR WANTING OR NEEDING THE JOB

1 = USES A REASON FOR WANTING OR NEEDING THE JOB

Age 17	I need the money because I am saving it to go to college I feel I need the job because my mother is a widow and I have to help support her. I would like this job because I can use the money for my education (14) I plan to enter college to be a social worker, so the job would be very beneficial to my career
Adults	Have worked on cars a lot and want to learn more about it I am interested in your job because I would like to relocate I have 3 children and a wife. Most of all I need the work This is what I would like to do in the future I desire this position because I want the necessary basic selling experience that this job would require I am particularly interested in this position because I enjoy meeting the public

QUALIFICATIONS

EDUCATION AND TRAINING

0 = TELLS HOW MUCH SCHOOL COMPLETED, OR WHAT GRADE THEY ARE IN (MAY ALSO GIVE NAME OF SCHOOL)

Age 17	I am a Junior at William Penn High School (10) I am a high school graduate (4)
Adults	I have 4 years of high school I attended Kennedy H.S. and 1 semester of college I have completed 3 years of college in education (32)

Categories and sample responses are listed below.

1 = GIVES SPECIFIC COURSES TAKEN IN SCHOOL, GENERAL PROGRAM THEY ARE IN, SPECIAL TRAINING OUTSIDE OF SCHOOL. MUST BE RELATED TO THE JOB

Age 17
- I know how to file and type
- Last year, I took Algebra II
- I can type 40 wpm with very few errors (8)
- I have had auto mechanics in school
- My father has a machine shop, and has trained me since I was 9 years old

Adults
- I have had several years of math (34)
- I also know the business of filing (34)
- My typing is neat and correct although my speed is about 40 wpm.
- Mr. B----- has sent me to school on mechanics thru Ford Corp. in Oklahoma City. (16)
- I have had three years typing, filing. I have had no shorthand.
- I type 40 words a minute (29)
- I can type and file. Type 65 words a minute (32)

2 = GENERAL STATEMENT OF EDUCATION OR EDUCATION NOT RELATED TO THE JOB

Age 17
- ...office work has been my major in high school (5)

Adults
- I am at present in the process of completing school (college)
- I have a B.A. degree in sociology (applying for mechanic) (19)
- I attended Pa. State U. in the Biochemistry curriculum for three years (applying for sales person)

Categories and sample responses are listed below.

EXPERIENCE

3 = GIVES SPECIFIC DUTIES OF A PREVIOUS JOB

Age 17

I worked in Memorial General Hospital in the Radiology department, as an assistant to the Receptionist. My responsibilities were: filing, light typing answering the phone (5)

Adults

I have been specializing in front end work (16)
I was in charge of all office work and payroll (15)
My duties entail typing, filing and handling of the telephone
I have some experience working on aircraft engines...my job consisted of trouble shooting, both major and minor repair, tune-ups and general servicing
Have had about 10 years experience working with cars. I specialize in brake work, engine overhauls and transmission overhaul
Maintenance on all machines, fork lifts, and 5 1800 series International trucks has been part of my responsibilities

4 = STATES HE OR SHE HAS EXPERIENCE AT A SPECIFIC JOB - NO DUTIES GIVEN

Age 17

I am an expert in auto transmissions. I have worked in this area since I was four years old at Lotsa Miles Inc. in New York City
I have never had experience with filing... (8)
I have had experience in typing and filing... (9)
I've worked as a librarian
I have had experience working on cars (10)
I have had experience in selling

Adults

I have been a mechanic helper for two years with Al B----- (16)
I have had experience in selling clothes and shoes (26)
I do have some experience in sales (17)
At the present time I am exployed as a secretary
I've had no experience in office work
I have presently been typing the Bulletin for our church

Categories and sample responses are listed below.

5 = GENERAL STATEMENT ABOUT WORK EXPERIENCE - "I HAVE WORKED BEFORE"

Age 17
I am experienced to some degree... (3)
I don't have much experience
I have had summer jobs working in the public
I consider myself able to get along with people as I have in other jobs (12)

Adults
I have worked for the -. ----- Dept. Store for the past two and one-half years (17)
I have work in a department store before (30)
I have been employed in a service station before

PERSONAL QUALITIES

6 = FACTS RELEVANT TO THE JOB
MEMBER OF THE STUDENT COUNCIL, CITES AWARDS RECEIVED, GIVES GRADE POINT AVERAGE, GIVES AGE

Age 17
I am 18 years old
...have always been on the Honor Roll (6)
I went to Catholic grammar school with a 3.7 average
Student council in high school

Adults
I am 29, I am a veteran
I am 32 years old and married
I'm 26 years old
I belonged to several organizations, among them the Debate Team and the National Honor Society
I have spent two years in the U.S. Army (19)
Honorable discharge from Army

7 = BEHAVIORAL TRAITS RELEVANT TO JOB
DEPENDABLE, TRUSTWORTHY, RELIABLE, HARD WORKING, GOOD SCHOOL ATTENDANCE RECORD, INTELLIGENT, SMART, CAPABLE, TALENTED, LOVES TO WORK ON CARS, ENJOYS MEETING PEOPLE, GOOD PERSONALITY

Age 17
I enjoy working with other people (7)
I have occasionally been known to lose my temper...
I feel, if I am hired, and would be very capable of working at this job

Adults
I am a hard worker and try to do an honest day's work (26)
I like working with people and am successful in getting along with them (17)

Categories and sample responses are listed below.

8 = GENERALITIES, OR PERSONAL APPEARANCE NOT RELEVANT
BLACK, WHITE, MALE, FEMALE (WHEN A POINT IS MADE OF THIS), BLOND HAIR, BLUE EYES, MAY HAVE HOBBIES, PARTICIPATES IN SPORTS

Age 17 — I have been active in many school activities (8)
I am 6'4" in height weigh 230 pds.

Adults — I have a wife and a family of 9 and we go to church regular
Married 7/1/70 - 2 children ages 3 and 4

OTHER QUALIFICATIONS

9 = OTHER INFORMATION (MAY OR MAY NOT BE RELEVANT TO JOB)
WHEN OR HOW LONG CAN WORK, APPLYING FOR A SUMMER JOB, HAVE WORK PERMIT, HAVE OWN TOOLS, HAVE OWN TRANSPORTATION

Age 17 — ...would like to start now
I hope I can work part time at the end of this summer (14)

Adults — I would be willing to work long hours if needed
I would be ready to go to work anytime
I could go to work immediately (26)
If required I could be available for the position in one week
I have tools for the job in question
I would be willing to go through a training program at my own expense (22)

MEETING THE REQUIREMENTS

0 = I MEET ALL YOUR REQUIREMENTS

Age 17 — I meet all of the requirements

Adults — No samples given

1 = I MEET ALL YOUR REQUIREMENTS WITH ONE EXCEPTION

All ages — No sample responses given

Categories and sample responses are listed below.

FORMAT OF THE LETTER

NOTE: The sample responses are sample letters which follow the list of scoring categories for FORMAT OF THE LETTER. Each letter has a series of two-digit scores. The first digit of each pair is the score for the attempt, and the second digit is the score for whether or not the attempt was correctly done.

RETURN ADDRESS ATTEMPTED

1 = ATTEMPTED TO GIVE A RETURN ADDRESS

2 = DID NOT ATTEMPT TO GIVE A RETURN ADDRESS

RETURN ADDRESS CORRECTLY

1 = GAVE ANY ADDRESS CONTAINING AT LEAST A CITY AND STATE IN CORRECT FORMAT

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

DATE ATTEMPTED

1 = ATTEMPTED TO GIVE A DATE

2 = DID NOT ATTEMPT TO GIVE A DATE

DATE CORRECTLY

1 = GAVE ANY REAL DATE IN CORRECT FORM

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

INSIDE ADDRESS ATTEMPTED

1 = ATTEMPTED TO GIVE AN INSIDE ADDRESS

2 = DID NOT ATTEMPT TO GIVE AN INSIDE ADDRESS

Categories and sample responses are listed below.

INSIDE ADDRESS CORRECTLY

1 = GAVE AN INSIDE ADDRESS WHICH MUST INCLUDE NAME OF COMPANY, CITY AND STATE

2 = ATTEMPT NOT CORRECTLY DONE OR NOT DONE AT ALL

GREETING ATTEMPTED

1 = A GREETING WAS ATTEMPTED

2 = A GREETING WAS NOT ATTEMPTED

GREETING CORRECTLY

1 = GREETING WAS IN CORRECT FORM

2 = ATTEMPT WAS NOT DONE CORRECTLY OR NOT DONE AT ALL

CLOSING ATTEMPTED

1 = A CLOSING WAS ATTEMPTED

2 = A CLOSING WAS NOT ATTEMPTED

CLOSING CORRECTLY

1 = THE CLOSING WAS IN A CORRECT FORM

2 = ATTEMPT WAS NOT DONE CORRECTLY OR NOT DONE AT ALL (SARCASTIC OR SILLY)

SIGNATURE ATTEMPTED

1 = A SIGNATURE WAS ATTEMPTED

2 = A SIGNATURE WAS NOT ATTEMPTED

SIGNATURE CORRECTLY

1 = THE SIGNATURE HAD AT LEAST AN INITIAL AND A LAST NAME

2 = ATTEMPT NOT DONE CORRECTLY OR NOT DONE AT ALL

Categories and sample responses are listed below.

CATEGORIES

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
		RESPONSE					
17	1	1-1	1-1	1-1	1-1	1-1	2-2

Route 1 Box 000
Independence, State 00000
March 11, 1974

ACE Company
P.O. Box 100
Columbia, Texas 94082

Dear Mr. Roberts,

I read in the newspaper under the Help Wanted section your ad and would like very much to apply for this position.

I am a student of Independence High School. I have completed one year of typing and four years of math.

I would be glad to come for a personal interview at your convenience.

Sincerely,

17	2	1-1	2-2	1-1	1-1	1-1	1-1

4913 Penguin Rd.
Artic Circle, Pa.
20---

Ace Company
P.O. Box 100
Columbia, Texas 94082

Gentlemen,

I wish to apply for the job of office helper which you advertised in the "Star."

I am able to type and have had 3 years of high school math, I have had no previous office experience but have included a reference from the manager of the theater where I worked at last summer.

If you desire an interview I am, available during the afternoon, 3:00-6:00 pm.

Sincerely,
Dale Roberts

Categories and sample responses are listed below.

CATEGORIES

RESPONSE

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	3	1-1	1-1	2-2	1-1	1-1	1-1

1860 Lincoln St.
Denver, Colorado
April 26, 1974

Dear Sirs:

I am writing in answer to your ad in the newspaper for the job of salesperson. I am experienced to some degree and I am willing to learn more. I also enjoy a job where I can associate with people. As you can see from the business references I have enclosed, I have always worked in contact with people.

My phone # is 893-5200. If I am considered for the position, please get in touch with me.

Sincerely yours,
Dale Roberts

17	4	1-1	2-2	2-2	1-1	1-1	1-1

1313 Mockingbird Hill
Denver, N.Y. 80203

Dear Sir,
I am writing this letter in answer to your advertisement in the news paper.
I have had previous experience as a salesperson before in a clothing store. I get along very well with others.
If a recommendation is needed I will write the name of the store I worked in previously and the owner.
I am a high school graduate and have a regents diploma.
I haven't worked in a shoe store before but I am more than eager to learn.
If you choose to accept my application I would like to have a personal interview with the owner of the store.
Thank You very much

Sincerely yours,
Dale Roberts

Mr. Gastiagenopolious
Owner of "Gorgeous Clothes Store"
phone - (010) 000-0000

Categories and sample responses are listed below.

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	5	2-2	1-1	1-1	1-1	1-1	1-1

May 1, 1974

ACE Company
P.O. Box 100
Columbia, Texas 94082

Dear Sir:

I am very interested in this type of work since office work has been my major in high school.

I am presently in Typing II and in Algebra II. I also have had a job doing the same sorta of work. I worked in Memorial General Hospital in the Radiology department, as an assistant to the Receptionist. My responsibilities were: filing, light typing answering the phone. I also had direct contact to patients.

Yours very truly,
Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	6	2-2	1-1	1-1	1-1	1-1	1-1

May 1, 1974

Dale Roberts
Ace Company
P.O. Box 100
Columbia, TX 94082

Dear Mr. Roberts:

I read in the newspaper, that you are interested in someone who can help with office work. I am writing to you in regard to that ad.

I can type about 50 words a minute, and I have also had some filing experience. I have had three years of high school math and I get along very well with other people.

I have taken several business courses in school including typing 1-2, Business Machines, and shorthand. I have also worked in our high school office.

Last summer I had a job in the State Parks Office, in which I had to type, file, answer the telephone and run all the machines. If you would like a recommendation, you will be able to obtain one from the State Parks System.

I have a very good attendence record and have always been on the Honor Roll.

I hope you will consider me for this position.

Sincerely yours,
Kerry A. _____

Categories and sample responses are listed below.

		CATEGORIES					
		RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER	RESPONSE					
17	7	2-2	1-1	1-1	1-1	1-1	1-1

April 19, 1974

ACE Company
P.O. Box 100
Columbia, Texas, 94082

Gentlemen:

I am writing in regard to your "help wanted" ad in the newspaper. I would like very much to be an office helper and I meet all of the qualifications. I know how to file and type. Last year, I took Algebra II. Also, I enjoy working with other people. Thank you very much!

Sincerely,
Dale Roberts

17	8	2-2	1-1	2-2	1-1	1-1	1-1

4/23/74

Dear Sir,

I am writing you in regard to your ad in the newspaper about an opening as an office helper in your company.

I have had one year of typing and at the present I can type 40 wpm with very few errors. I have never had experience with filing, but I am sure I could do a good job if it was necessary for me to do so. I will have a 3 year sequence in math, but I have completed nineth and eleventh year mathematics. I can get along with people very well. I have been active in many school activities and closely worked with teachers and adults as well with students.

I would greatly appreciate if you consider hiring me for this position.

If necessary I can supply 2 references for cleaning jobs which I hold at the present. Thank You for your time in reading my application.

Sincerely,
Dale Roberts

Categories and sample responses are listed below.

AGE	PAPER	CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE

RESPONSE

17 9 2-2 1-1 2-2 1-1 1-1 2-2

April 11, 1974

Dear Mr. Roberts:

I have seen your ad in the newspaper about a office helper and would like to know when I could have a appointment, since I am interested.

I have had experience in typing and filing and get along well with people. I had math for one year and I am good with numbers.

Hope to hear from you soon.

Sincerely yours,

17 10 2-2 2-2 1-2 1-1 1-1 1-1

Ace Garage
P.O. Box 100
Columbia, Texas
94082

Dear sir,

I am writing in regard to you ad in the paper which asks for an apprentice mechanic. I am interested in mechanics, and would like to apply for the job. I am a Junior at William Penn High School, and my grades are quite substantial for the job I am applying for. I have had experience working on cars in a gas station, and my boss will surely recommend me for the position. Thank you for your consideration and time.

Sincerely yours,
Dale Roberts

17 11 2-2 2-2 2-2 1-1 2-2 2-2

Dear., Mr Dale Roberts.

I am applying for you job offer in the paper and would like more information on the job in the paper. I would like to know some of the benefits that are offered some of the people that worked for you before. What kind of think can I look forward to when I don't want to work for you any more.

Categories and sample responses are listed below.

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	12	2-2	2-2	1-1	1-1	1-1	1-1

Ace Garage Co.
PO Box 100
Columbia, Texas 94082

Dear Sirs,

I would like to apply for the job you have advertised; apprentice mechanic. I have some experience with cars and would like to learn more about them as a mechanic at your garage. I consider myself able to get along with people as I have in other jobs.

Sincerely,
Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	13	2-2	2-2	2-2	1-1	1-1	1-1

Mr. Employer
I have read your newspaper article and am interested in it because a have a will to work with my hands and to work with machines also I would work hard and diligent. Hope you will accept my letter to work

sincerely employer
Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
17	14	2-2	2-2	1-2	1-1	2-2	2-2

To: Ace Shoestore
P.O Box 100
Columbia, Tex. 94082

Dear sirs,

My name is Dale Roberts, and I am interested in applying for your job. I have never worked in a shoestore, but I do get along with people quite well. I have worked in a drugstore, and did odd jobs before that. I will be very willing to learn a new job in a shoestore. I feel I can be a good salesman once I get started.

I would like this job because I can use the money for my education next fall. I hope I can work part time at the end of this summer. I will be awaiting your reply.

Categories and sample responses are listed below.

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	15	1-1	1-1	2-2	1-1	1-1	1-1

7050 Worldwide Dr.
Somewhere, New England
May 28, 1974

Dear Sirs:

I'm writing in reference to your aid, for office helper. I like people, and get along with them well. Also the pay sounds good to start.

I have worked as a girl Friday for the past two years with "Father and Sons Reality." I was in charge of all office work and payroll. I liked my job but would like to change due to moving to your side of town.

Thank you for your time.

Dale Roberts.

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	16	2-2	2-2	2-2	1-1	1-1	1-1

Dear Sir,

I am applying for the apprentice job that I read in your ad. I have been a mechanic helper for two years with Al B----- in A Town Okla.

Mr B----- has sent me to school on mechanics thru Ford Corp. in Okla. City. And I passed with highest grades of 14 people.

I have work on all models of cars and I have been specializing in front end work.

Thank you.
Dale Roberts.

Categories and sample responses are listed below.

CATEGORIES

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	17	1-1	1-1	1-1	1-1	1-1	1-1

RESPONSE

0000 No Such Street
Houston, Texas
July 26, 1974

Ace Shoe Store
P.O. Box 100
Columbia, Texas

Dear Sir:

I am writing in answer to your ad concerning a salesperson.
I do have some experience in sales, as I have worked for the -. ------ Department Store for the past two and one-half years. I like working with people and am successful in getting along with them.
I am interested in your job because I would like to relocate.
If possible I would like to schedule an interview.

Yours truly,
Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	18	2-2	1-1	1-1	1-1	1-1	1-1

May 29, 1974

Ace Company
P.O. Box 100
Columbia, Texas 94082

Dear Sir,

This is in response to your ad in the newspaper. I have just graduated from high school and would be able to start work immediately. I have taken a secretarial curriculum in high school and have skills in the following: typing; 100 words per minute/shorthand; 75 words per minute/operation of ditto machine, calculators, and adding machines.

During my senior year I worked part-time for my secretarial teacher and she would be willing to write a letter of recommendation.

I would appreciate very much an interview with you.

Sincerely,
Dale Roberts
000 Some Ave.
Austin, Texas 02---

Categories and sample responses are listed below.

		CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER				RESPONSE		
A	19	2-2	1-1	2-2	1-1	1-1	1-1

6/22-74

Dear Sir:

I am answering your ad for a mechanic. I am not very experienced, but am willing to learn. I have a B.A. degree in Sociology, have spent two years in the U.S. Army. I get along with people very well and as I said before am willing to learn. I hope you will consider me for the job.

Sincerely
D. Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	20	2-2	1-1	1-1	1-1	1-1	2-2

7/15/74

Ace Shoestore Co
P.O. Box 100
Columbia, Texas 94082

Dear Sirs:

Your recent ad was of considerable interest. I have been a satisfied customer of your store for a number of years and it always intrigued me, how your salespeople treated me as if I were the only person to ever buy shoes there, even though the store was always filled with customers. This is why I would like to consider coming to work with you. More important though is my qualification for your needs.

First, I have held sales positions at XYZ Co. and at ZXY Co. Although these have not been in shoe sales, both of my supervisors will attest to my sales ability. Enclosed is a complete resume of my job experience and references. If I should not be considered I will still remain a satisfied customer

Sincerely

Categories and sample responses are listed below.

		CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER	RESPONSE					
A	21	1-1	1-1	1-2	1-1	2-2	1-1

Dale Roberts
Sept. 10, 1979
Rt 0 Box 0
Po Dunk Ky
299943

Ace Shoe Store
P.O. Box 100 Colum Tex.
94082

Personnel Mgr.

Dear Sir I am interested in your job. Is $2.50 starting salary only or is advancement open in salary range. I am an industry salesman and would like more information about your opening Thank you very much

Dale Roberts

A	22	2-2	2-2	1-1	1-1	2-2	1-1

Ace Garage
P.O. Box 100
Columbia, Texas

Sir,

I am interested in the position as auto mechanic with your firm.

Although I have only an amateur's experience as a mechanic, I feel my experience working with people would be of valuable benefit to your customers. I would be willing to go through a training program at my own expense.

My background is in the field. I worked as a mail carrier for five years and was a newspaper sports writer for eight years. I am anxious to get into a completely new line of work

Your consideration would be appreciated.

Terry _____

Categories and sample responses are listed below.

		CATEGORIES					
		RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER	RESPONSE					
A	23	1-2	1-2	1-2	1-2	1-1	1-1

Date:

From. Mr. Dale Roberts
To: Ace Garage

Sir I read you ad for the job in the paper and I am very interested in the position I am 34 years old married with 5 children and have worked on autos for the past 15 years. I attended ENY VOC H.S. and took up auto mechanics. Enclosed is a few reference letters from former employers.

Thank you
Mr. Dale Roberts

A	24	1-2	1-1	1-1	1-1	1-1	1-1

July 9, 1974
Wm. Edward _____
(address)

Ace Shoestore
P.O. Box 100
Columbia, Texas 94082

Attn. Mr. Dale Roberts
Re: Sales Position

Gentleman

I have seen your advertisement and would like to make application for the available position. My qualifications include experience in selling shoes with _____'s Shoe Store in Somewhere Please feel free to contact Mr. Somebody for a recommendation.

I enjoy working with the public and believe I could be an asset to to your sales staff I am available whenever you desire, contact me and I will respond.

If you would like a resume of my job experience contact and I will provide in detail. References supplied upon request.

Yours truly
Wn. Edward _____

Categories and sample responses are listed below.

CATEGORIES

RESPONSE

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	25	2-2	2-2	1-1	1-1	1-1	1-1

Ace Company
P.O. Box 100
Columbia, Texas 94082

Dear Sir;

Am writing in regards to your newspaper ad. I would like the job as I've had some training in bookkeeping and filing with the County Highway Dept. at Town, State.

I enjoy people and feel I get along well with others. I can make friends easily.

The wage sounds fine. Will wait to hear from you.

Sincerely
Mr. Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	26	2-2	2-2	2-2	1-1	2-2	1-1

Dear Sir,

I am writing concerning the ad in the paper for a salesperson. I am very interested in the job. I have had experience in selling clothes and shoes. I have also had a lot of experience being around people. The pay is just what I want. I am a hard worker and try to do an honest days work. I could go to work immediately. Thank you for reading my letter.

Dale Roberts

Categories and sample responses are listed below.

AGE	PAPER	CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
		RESPONSE					
A	27	2-2	1-2	1-1	1-1	1-1	1-1

Date

Ace Company
P.O. Box 100
Columbia, Texas 94082

Gentlemen;

This letter is an application for the job you advertised in the paper.

I have some office experience and have graduated from the _____ high school.

My present employer is _____. I have been there 6 mo.

You can reach me by phoning _____ or writing to me. I will be happy to come in for an interview at your convenience.

Sincerely
Dale Roberts
Address.--

A	28	2-2	1-1	1-2	1-1	1-1	1-1

6-4-74

Dale Roberts
0000 S. Oak St.
Onlytown, State 00000

Gentlemen

In answer to your ad my experiences are as follows.

1. Sons Standard 2 yrs. Attendant.
2. Others Standard 1 yr. Attendant.
3. Father & Son Garage 1 yr. Mech
4. Somones Shell 3 1/2 yrs. Mech.

All my jobs listed may be checked. I am available at any time

Your's truly
Dale Roberts.

Categories and sample responses are listed below.

AGE	PAPER	CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
		RESPONSE					
A	29	2-2	2-2	1-1	2-2	1-1	1-1

Ace Company
P.O. Box 100
Columbia, Texas 94082

In response to your ad for employment as office helper, I feel I am qualified for this position. I have had experience in filing and I type 40 words a minute. I have 3 years of math and I feel I would be an asset to you company

If at you convenience I could make an appointment to come in and talk to you further, I would be most appreciative.

Sincerely
Dale Roberts

AGE	PAPER	RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
A	30	1-1	2-2	1-1	1-1	1-1	1-1

Janis M. _____
0000 S. Street
Chicago, ILL.
60---

Dale Roberts
00 Public Place
Cleveland, Ohio
44---

Dear Mr. Roberts:

I recently read your ad in the Cleveland Press on October 25, 1973. I would like to set up and interview with you.

My job qualifications are as follows: I have work in a department store before. And I like working with people and meeting new people

Looking forward to hearing from you soon.

Sincerely
Janis M. _____

Categories and sample responses are listed below.

		CATEGORIES RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER	RESPONSE					
A	31	1-2	2-2	2-2	1-1	1-1	1-1

Dale Roberts
Box 111

Dear Sir:

I am very interested in the position you have open. I have had 3 yrs experience in this field. You are invited to check with my present employer on the type of work I have done and am presently doing. Through all contacts I have made, your business is one that anyone would be proud to work with

If you are interested please let me know

Thank you
Dale Roberts

A	32	1-1	1-1	2-2	1-2	1-1	1-1

August 3. 1974
Chicago, Ill. 60619

Dear Ace Co.

In regards to your advertisement in the newspaper. I am applying for the job of office Helper. I can type and file. Type 65 words a minute.

I have completed 3 years of College in Education. I am willing to and enjoy working with the public as I am sure I will be doing. If I am accepted in this position.

Thank you
Dale Roberts

Categories and sample responses are listed below.

		CATEGORIES					
		RETURN ADDRESS	DATE	INSIDE ADDRESS	GREETING	CLOSING	SIGNATURE
AGE	PAPER	RESPONSE					
A	33	2-2	2-2	2-2	1-1	2-2	2-2

Dear Sir.

I would like typer and Be a help around the office

A	34	2-2	2-2	2-2	1-2	1-1	2-2

Dear -

I am interested in applying for the job of office helper as advertised in the - ed of the - newspaper.

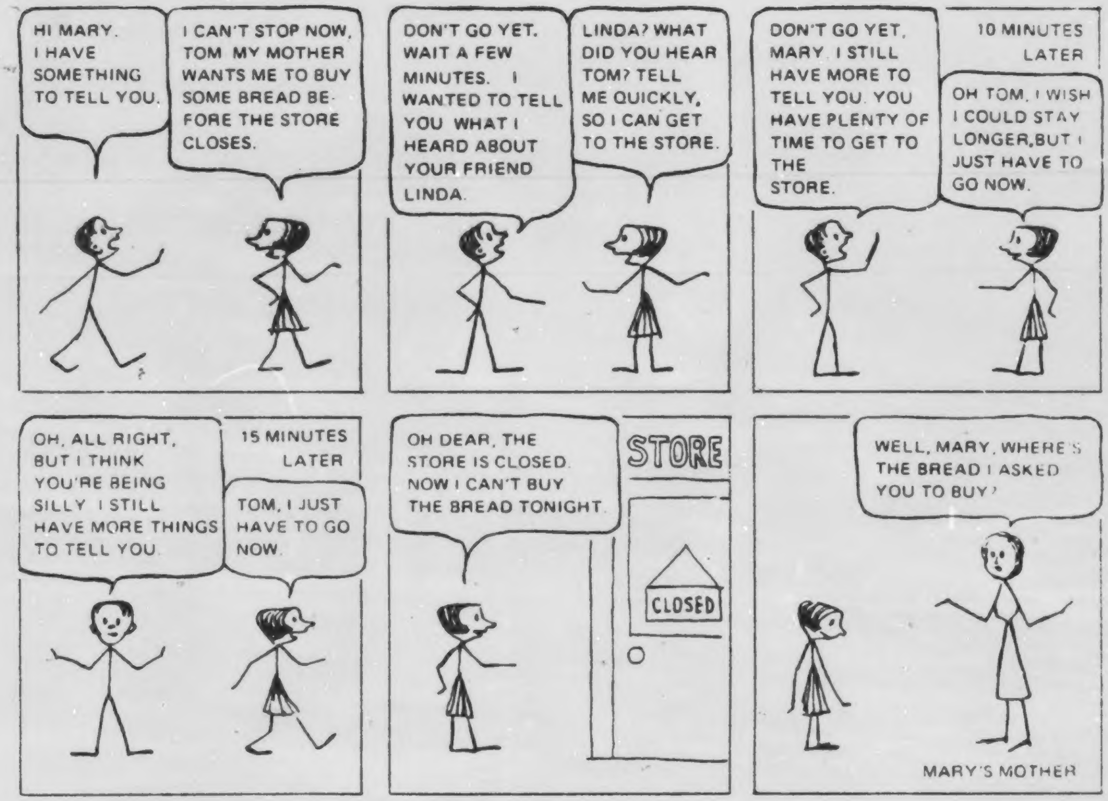
I have had several years of math including experience as a statistical mathematician for - company from 19- to 19-.

My typing is neat and correct although my speed is about 40 wpm. I also know the business of filing and am willing to acquire more skill in both fields.

I enjoy working with people and find it easy to get along with them.

I would appreciate an interview with your company. Perhaps you would be interested in references from 2 of my former employers (enclosed.)

Sincerely yours--


HI MARY. I HAVE SOMETHING TO TELL YOU.
I CAN'T STOP NOW, TOM. MY MOTHER WANTS ME TO BUY SOME BREAD BEFORE THE STORE CLOSES.
DON'T GO YET. WAIT A FEW MINUTES. I WANTED TO TELL YOU WHAT I HEARD ABOUT YOUR FRIEND LINDA.
LINDA? WHAT DID YOU HEAR TOM? TELL ME QUICKLY, SO I CAN GET TO THE STORE.
DON'T GO YET, MARY. I STILL HAVE MORE TO TELL YOU. YOU HAVE PLENTY OF TIME TO GET TO THE STORE.
10 MINUTES LATER
OH TOM, I WISH I COULD STAY LONGER, BUT I JUST HAVE TO GO NOW.
OH, ALL RIGHT, BUT I THINK YOU'RE BEING SILLY. I STILL HAVE MORE THINGS TO TELL YOU.
15 MINUTES LATER
TOM, I JUST HAVE TO GO NOW.
OH DEAR, THE STORE IS CLOSED. NOW I CAN'T BUY THE BREAD TONIGHT.
STORE
CLOSED
WELL, MARY, WHERE'S THE BREAD I ASKED YOU TO BUY?
MARY'S MOTHER

Whose fault was it that Mary did not buy the bread for her mother that night?

○ It was Tom's fault because he talked too long.

○ It was no one's fault because Mary didn't want to be rude and leave Tom.

○ It was Tom's fault because he wouldn't let Mary leave.

● It was Mary's fault because she talked too long.

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R401003

NAEP #: 401003-NT

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: A. Assume responsibility for own behavior

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Tape/Text/Cartoon

Overlap:	9	13
Package-Exercise:	03-01	01-04
Timing: (in seconds)		
Stimulus:	74	71
Response:	34	10
I Don't Know:	11	11
Exercise Total:	119	92

Copyright Information:

Illustration by Technical Graphics, Inc.

Suppose you are a factory worker operating a machine which has a special safety shield on it. You are required to put up the safety shield whenever the machine is being used so that hot pieces of metal which come off the machine cannot hit and burn other workers. One day you are operating the machine without putting up the safety shield. A piece of hot metal flies through the air and severely burns another worker who was in a place where he wasn't supposed to be.

A. Are you responsible for the injury to the other person?

○ Yes
○ No

○ I don't know.

B. Please give a reason for your answer.

____

____

____

____

____

2-401009-2.3.4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R401009

NAEP #: 401009-TSA

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: A. Assume responsibility for own behavior

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: 13 Group
17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	07-08	09-07	02-10
Timing: (in seconds)			
Introduction:	31	33	32
Part A Stimulus:	7	7	8
Response:	31	31	**
I Don't Know	10	11	**
Total:	48	49	**
Part B Stimulus:	3	3	3
Response:	90	90	**
Total:	93	93	**
Exercise Total:	172	175	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = TAKES COMPLETE RESPONSIBILITY

Age 13	You are responsible because it is your duty to put up the shield and you failed to do so
	Even though the other person was in the wrong place he was still responsible because he was supposed to have put up the shield
	Because you should have put up the safety shield
	Because if I would had put up the shield he would not have got hurt
	Regulations required that he put the shield up
	It's still my fault. I shouldn't have done that. The other person will be punished later
Age 17	Because you are required to put up the safety shield when you are using the machine
	Because that is what you are paid to do so you are liable
	Because if I had the safety shield on it would not happen
	It is my responsibility for any accident
	It is your responsibility to protect yourself and others
Adults	I failed to do the requirements of my job
	Even though he was not supposed to be there, it is my fault for not using the safety shield as this precaution is part of my job
	Instructions weren't followed
	Because of negligence on your part
	Through my negligence in not using the safety shield another was injured

11 = TAKES PARTIAL RESPONSIBILITY

Age 13	Both were doing the wrong thing
	It was both people's fault for being in the wrong place and not using the safety shield
	It was part his fault, and part the other worker's
	He shouldn't have been there plus you should have had the shield up
Age 17	Had the safety shield been up, no one would be hurt. You might not be completely responsible for he (injured) was in the wrong place, but you would have the majority of responsibility on your shoulder
	Because I didn't have the safety shield up. The other man is to blame because he was where he didn't belong
Adults	They are both responsible one for not having the safety shield and the other for being where he was not supposed to be
	Everyone has to accept some responsibility
	The unauthorized person wasn't supposed to be there. And the operator should keep the safety shield on at all times

Categories and sample responses are listed below.

12 = DISTINGUISHES MORAL FROM OTHER RESPONSIBILITY

Age 13	You are personally responsible but legally it is the employer's liability Legally, no. The employer is responsible Morally yes, duty to use reasonable care
Age 17	I don't think you as an individual would be responsible. The factory or company you are working for would be responsible for any of the medical bills, etc. that would need to be taken care of The factory is suppose to pay all insurance for injuries. The worker don't suppose to even though he forgot It was my fault it happened, but I am not legally responsible the company is The factory worker does not own the machinery he is operating and is not responsible for any damage it causes. The other factory worker could not collect anything for the damage from the machine's owners either because he was partially at fault
Adults	A factory is responsible for the safety of its workers while on the job no matter who is at fault, for medical expenses The company should not have equipment with that much chance of injury. The factory would be responsible, but I do think the two workers should have been more responsible in their work and allowances should be made The company you are working for is responsible, but you are personally responsible because you failed to perform a required part of your job

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Age 13	You should have warn him I don't know because you should have had the safety shield up but he shouldn't have been where he wasn't supposed to be Cause the other factory worker had the shield off and wasn't suppose to
Age 17	I was not aware that he was there; I did not have a mask
Adults	He was in the wrong place

Categories and sample responses are listed below.

22 = TAKES NO RESPONSIBILITY

Age 13	If the person wasn't supposed to be there, you would think it would be his fault
	If I got burned I would be the blame but if he was standing there it was his fault
	Because you can't catch or direct the flinging piece of metal. And that person wasn't supposed to be where he was
	The other person shouldn't have been there. Then he wouldn't have got hit
Age 17	Cause that other guy didn't have his safety shield down to cover his face. So it's the other guy's fault
Adults	The reason I don't think he's responsible is because the worker was in a place where he wasn't supposed to be
	He was in the wrong place

39 = I DON'T KNOW.

Comments:

____

____

____

Suppose your school made a new rule that you thought was very unfair. What would you do?

○ I don't know.

○ No response

(1)____

____

(2)____

____

	(1)		(2)	
○ 0	○ 0	○ 0	○ 0	○ 0
○ 1	○ 1	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3	○ 3
○ 4		○ 4		○ 4
○ 5		○ 5		○ 5
○ 6		○ 6		○ 6
○ 7		○ 7		○ 7
○ 8		○ 8		○ 8
○ 9		○ 9		○ 9

9-year-old and 13-year-old version

2 401013-1.2.3d.4d

Suppose a place where you worked made a new rule that you thought was very unfair. What would you do?

(1)____

____

(2)____

____

	(1)		(2)	
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○
○		○		○

17-year-old and adult version

2-401013-1d.2d.3.4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R401013

NAEP #: 401013-NTSA

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: A. Assume responsibility for own behavior

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Individual
	17	Group
	Adult	Non-Interview
Stimulus Type:	9	Read Aloud
	13	Read Aloud
	17	Tape/Text
	Adult	Tape/Text

Overlap:	9	13	17	Adult
Package-Exercise:	11-10	15-01	03-08	01-13

Timing: (in seconds)				
Stimulus:	*	*	7	7
Response:	*	*	55	**
Exercise Total:	*	*	62	**

*No paced tape was used for this individually administered exercise.

**Only stimulus material was taped for this exercise.

Note: The question asked of 9-year-olds and 13-year-olds was similar to, but different from, the question asked of 17-year-olds and Adults for this exercise.

R401013-NT

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = PROTEST OR PETITION

Age 9 Send a letter to the school board
We write a statement of the problem and everybody signs it
Age 13 I'd protest!
If I thought it was very unfair to me - like wearing red to school, I'd protest it and try to change it
I would get up a petition
Start a committee of students to assist me with the protest
Get a petition - take it to office - to one of the counselors
Maybe get everyone in the school to sign a petition to change it

11 = DISCUSS WITH SOMEONE WITH AUTHORITY

Age 9 I'd go to the principal about it
Tell the principal it's not fair
I would tell them that I didn't like the rule
Ask if they could change it
Talk to the teachers about it
Age 13 Tell them that it is unfair to other people
Go to the guidance counselor
I'd complain about it to the principal
Find out why they made a rule that wasn't fair
Go talk to the principal and try and make it straight
I'd go to the Board of Ed. if it was too unfair
Well, who made the rule, I'd talk to them about it to see what we could do
Tell the teacher and see what she thought
Probably go to the office or write a note
I'd go to the principal but it would depend on what the rule was
If it was really unfair, I'd talk to Mrs. Allen or the principal or somebody

12 = ENLIST THE AID OF SOME ELECTED REPRESENTATIVE

Age 9 I'd tell John, the kid in student council
Age 13 You go to your student council rep. and they bring it up at the meeting
I'd probably maybe tell my class president and maybe he could ask the class about it
Make motion at school meeting
Take to student council

Categories and sample responses are listed below.

13 = TALK IT OVER WITH PEERS

Age 9 See if other kids were against it and then go down to the principal
Talk to the kids at school about it
Age 13 I'd talk to my friends about it and see what we could figure out
I'd get other opinions of other students first
Try to get other people on my side
Talk to some other kids to tell him it was unfair
Talk about it with other girls
I would get a bunch of students together and try to change the rule

14 = OBEY THE RULE WHILE INITIATING ACTION (MUST CODE ANOTHER CATEGORY AS WELL)

Age 9 No samples given
Age 13 Go along with it until I could get it changed
Would follow it even if I didn't like it

15 = DISCUSS WITH SOMEONE WITHOUT DIRECT AUTHORITY

Age 9 I'd tell my mom that they made a new rule and it's not fair
I'd have my mother write a note to the school principal
Tell my mom and dad about it and ask what they think about it
Age 13 I would talk to my mother about it
My parents
Tell my mother and have her complain at the office
PTA

16 = TRY TO GET IT CHANGED (NO MENTION OF HOW)

Age 9 I'd try to undue the wrong
I'd try to stop it
Age 13 Try to change it
I'd try to get changed

17 = OTHER ACCEPTABLE RESPONSES

Age 9 I could put an ad in the newspaper that said I don't like it
Put a note in the suggestion box
I'd write a note to the mayor
Write a note to the President
Talk to Mr. Lee
Age 13 Well I would try to find other people who thought it was unfair and talk to Mr. Littlejohn and see if we can straighten it out to make it fair for everyone
Put it in the school newspaper
Put a suggestion in the suggestion box
Say something to Mrs. Robinson because she has a lot of say in the school

Categories and sample responses are listed below.

20 = GARBAGE

Age 9	No samples given
Age 13	Talk to our student

21 = OTHER UNACCEPTABLE RESPONSES

Age 9	Go to another school
	Tell somebody
	Tell them that you forgot
	Not go to the school
	Write down sentences
	Make a whole job of words into sentences
Age 13	Quit school
	I would do what I thought he was right to do
	If she didn't say anything, I would live up to her
	It's according to what the rule was
	Lump it
	If the school made the rule, it would be for their benefit

22 = COMPLAIN, GRIPE, GET MAD

Age 9	I'd yell at them
	Pout
	Complain
	I'd be mad
Age 13	Complain about it
	I'd just be kinda mad
	Say something about it

23 = PASSIVE OBEDIENCE WITH NO ATTEMPT TO CHANGE RULE

Age 9	I would let them do it
	Just go along with it and not like it inside me
	I'd guess I'd learn to live with it
	I'd just do it and wouldn't think nothing about it
	Guess I would obey it
Age 13	You have to go along with it
	Live with it
	Do what the rule says
	I guess I'd just have to follow it
	There wouldn't be much I could do, I'd just obey it, I guess
	I'd probably obey it - I don't like to get in trouble that much

Categories and sample responses are listed below.

24 = REFUSE TO GO ALONG WITH IT

Age 9	I'd keep on doing it I wouldn't do it Don't do it
Age 13	Go against it I wouldn't obey the rule I wouldn't follow it I wouldn't listen to it

25 = NOTHING I COULD DO

Age 9	Nothing There's nothing you could
Age 13	I don't know, I don't guess I'd do nothing I'd want to do something about but I probably wouldn't Nothing I would just leave it alone There's nothing you can really do

26 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

39 = I DON'T KNOW

R401013-SA

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = PROTEST OR PETITION

Age 17	I would write up a petition against it
	I would protest myself
	Write a complaint
	Petition the company
	Make a petition to see how many others thought the rule was unfair
	Try to get a petition going
Adults	Submit complaint to management
	Draw up a petition of the employees to change the rule
	Write a memo to Superior expressing my view
	Get a petition together

11 = DISCUSS WITH SOMEONE WITH AUTHORITY IN THE COMPANY

Age 17	I would go to the head of the department and ask why the new rule was enforced
	Express my feeling with my foreman
	I would go to the president or whoever and tell him my gripe and why
	Make a suggestion to the boss
Adults	Discuss it with immediate supervisor
	I would go to the person who made the view and tell him my reason for disagreeing in a diplomatic way
	You may be able to talk it over with management and get it changed
	Talk to the boss about it

12 = DISCUSS THE RULE WITH OTHER AUTHORITIES

Age 17	Consult a labor union
	Labor board
Adults	Speak with the rules committee
	Call union representative
	If applicable, speak with civil liberties group

Categories and sample responses are listed below.

13 = TALK IT OVER WITH FELLOW WORKERS

Age 17 Talk it over with other people
First talk with others on how they felt about the rule
Get the other employees together and talk about it and see what we could do
Get support from other workers who thought it unfair and peacefully try to change it
Adults Organize with other staff
I would consult other workers and see if they felt as I did
I would discuss the rule with my peers to see their viewpoint

14 = OBEY THE RULE WHILE INITATING ACTION (MUST CODE ANOTHER ACCEPTABLE CATEGORY)

Age 17 No samples given
Adults I would work under it while at the same time seeking to work changes

15 = STRIKE

16 = TRY TO GET IT CHANGED (NO MENTION OF HOW) (ANOTHER CATEGORY MAY BE CODED, ACCEPTABLE OR UNACCEPTABLE)

Age 17 Try to find the reason for the rule and see if a compromise could be reached
Adults Offer to help make rule more fair
Try to have it changed if possible
Immediately attempt (via appropriate channels) to have it countermanded

17 = OTHER ACCEPTABLE RESPONSES

Age 17 Put a suggestion in the suggestion box
Adults Send a letter to the editor of our monthly newspaper and ask him to publish it
Check state and Federal regualtions for possible court action

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Age 17 Say why I thought it was unfair
I would see if there were any advantages to it
I might quit or try to get the rule appealed
I would not do anything alone
Ask for a raise to justify the new rule
Make a better rule
Adults No samples given

Categories and sample responses are listed below.

22 = COMPLAIN, GRIPE, GET MAD

Age 17	I'd say it was unfair I'd tell my friends I don't like that rule
Adults	Bitch Complain I would get mad

23 = PASSIVE OBEDIENCE WITH NO ATTEMPT TO CHANGE

Age 17	Realize that I don't make the rules and put up with it I would try to cope with the situation I wouldn't say anything unless I had authority or was asked for my opinion
Adults	If valid, support it Do my best with new rule

24 = REFUSE TO GO ALONG WITH IT

Age 17	Ignore it Not abide by the rule

25 = NOTHING I COULD DO

26 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

27 = QUIT; LOOK FOR ANOTHER JOB

Age 17	I would probably quit Get fired or quit or tell boss off Seek employment elsewhere
Adults	Look for another job

39 = I DON'T KNOW

Comments:

____

____

____

Hold up Handout Number 9: 2 sheets of paper folded together and stapled.

Here are two pieces of paper that have been folded together and stapled.

Show me the fastest way to fold and staple two pieces of paper together so that they look like this. (Hold up sample.)

Place Handout Number 10: 2 sheets of paper and stapler in front of respondent.

The 2 pieces of paper must be separate, not on top of each other.

(Continued)

In order to be correct, respondent must take the 2 pieces of paper, put them together, fold them, and staple them. The neatness of the folding does not count, so long as you can tell that the papers are folded together across the short way (as in sample), rather than lengthwise. The staple must be somewhere along the longest open edge; not necessarily centered exactly as in sample.

○ I don't know. (For entire exercise)

○ No response (For entire exercise)

A. Papers Folded:

- ● Together
- ○ Separately
- ○ Not folded
- ○ Could not determine (Explain): ______________________

B. Fold in correct place?

- ● Yes
- ○ No
- ○ Not folded
- ○ Could not determine (Explain): ______________________

C. Stapled in correct place?

- ● Yes
- ○ No
- ○ Not stapled
- ○ Could not determine (Explain): ______________________

Exercise #: R403004

NAEP #: 403004-NT

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: C. Use initiative and ingenuity to fulfill responsibilities

Exercise Type: Demonstration
Scoring Type: Machine
Administration Mode: Individual
Stimulus Type: Read Aloud/Paper

Overlap:	9	13
Package-Exercise:	11-03	15-14
Timing: (in seconds)	*	*

*No paced tape was used for this individually administered exercise.

Suppose you are the only person given a job to do by your teacher. You are to get the job done by tomorrow, but you don't quite understand just what it is that you are to do. What would you do to get help?

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R403005

NAEP #: 403005-NT

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: C. Use initiative and ingenuity to fulfill responsibilities

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	9	13
Package-Exercise:	08-04	04-01
Timing: (in seconds)		
Stimulus:	15	13
Response:	76	47
Exercise Total:	91	60

R403005-NT

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ANY RESPONSE THAT INVOLVES ASKING QUESTIONS OF THE TEACHER (BEFORE THE DUE DATE IF TIME MENTIONED)

Age 9
I would ask the teacher to tell me again what I am suppose to do
Ask the teacher to explain more about it
Ask him again what to do
Ask the teacher if she would help me

Age 13
Ask the person who assigned the task
Ask the teacher to explain it
Ask the teacher to repeat what she said
Ask the teacher a little more information about what she wants you to do
Find out from the teacher
Ask the teacher to get help
Ask your teacher more questions about the assignment
I would ask the teacher to explain the job to me more clearly
Talk to your teacher about what you are supposed to do
Go back and ask your teacher exactly what it is that you are to do
Go ask the teacher, to be sure you know what to do
Try to contact the teacher and ask what it was you were supposed to do for that particular job
Ask someone else or if you can ask your teacher to explain it
I would consult with my teacher and ask her what my job was

11 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Age 9
I would ask
Call the police
I would go around and ask for help if they do not want to help I will go asking some more

Age 13
Wait until he comes back for the finished work and then ask him how to do it
Ask about it
Don't do it
Ask somebody
I will do it

Categories and sample responses are listed below.

22 = POSITIVE ACTION - BY SELF

Age 9 I would try to get it done by my self. If no one is there I would do my best

Age 13 Do the best I can
Get to the source of the problem
Take it home and work on it
Read the instructions or directions
Look in an encyclopedia
I would go to the library to get help

23 = ASK OR GETS HELP FROM SOMEONE OTHER THAN THE TEACHER

Age 9 First I would ask my mother and father, if they didn't know, I would ask a friend, if didn't know, I guess I was just out of luck
I would ask my neighbor
Ask my friend if he could help me
Ask my mom or dad to explain it to me
Call the fire men
I would ask her if I could have help by one of my friends

Age 13 Ask a classmate
Ask my parents
Ask the teacher if another person could help me do it
Ask another teacher
Ask a classmate if he or she heard the direction
I would go to the library or ask one of my family if they could help me

39 = I DON'T KNOW

A factory manager has just called a meeting of his foremen to decide whether they can make and deliver 200 inflatable boats of a new type within two weeks.

Which one of the following subjects would be the LEAST worthwhile to discuss at the meeting?

○ Whether the factory has enough materials on hand for 200 boats
● What should be printed on the boxes the boats are shipped in
○ The kind of material to be used
○ Whether overtime will be required to meet the two-week deadline

○ I don't know.

2-403010-3,4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R403010

NAEP #: 403010-SA

Objective: IV. PRACTICE EFFECTIVE WORK HABITS
Subobjective: C. Use initiative and ingenuity to fulfill responsibilities

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: 17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:	17	Adult
Package-Exercise:	05-08	02-23
Timing: (in seconds)		
Stimulus:	34	38
Response:	15	**
I Don't Know:	11	**
Exercise Total:	60	**

**Only stimulus material was taped for this exercise.

Give six reasons why some people who are willing to work find it hard to get a good job.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

(1) (2) (3) (4) (5) (6)

Exercise #: R501009

NAEP #: 501009-TSA

Objective: V. HAVE POSITIVE ATTITUDES TOWARD WORK
Subobjective: A. Recognize the bases of various attitudes toward work

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	06-07	10-05	01-17
Timing: (in seconds)			
Stimulus:	6	5	6
Response:	159	116	**
Exercise Total:	165	121	**

**Only stimulus material was taped for this exercise.

R501009-TSA

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = RACIAL DISCRIMINATION

Age 13	Racism by employers limits people
	Discrimination against blacks, Jews and races besides our own
	Because of their color race or creed
	Sometime it is their color
	Race
	The employer is prejudice against color or sex
	Racial discrimination
Age 17	Racial prejudice
	Black where whites are wanted
	Racial differences
	Employer may have a subtle prejudice against race
	Color
Adults	They are not the right race or color to some people
	Color may be a drawback

102 = AGE DISCRIMINATION

Age 13	Not old enough
	Because of their age
	They're too young or too old
	They are to old for the work
Age 17	The age limit
	Some people are thought of as too young
	Underage or not the right age
Adults	Their age may affect the decision of someone to hire them
	Too old or too young
	They maybe are afraid of their age,

103 = SEX DISCRIMINATION

Age 13	There are people like Bobby Riggs who discriminate against girls
	Because of their sex
Age 17	May be a woman where a man is needed
	Because of sex discrimination
	Women are considered lower than men
	Wouldn't want a man for a secretary
	Pregnant
	A woman who has several young children
Adults	They may be of the female sex
	Sex

Categories and sample responses are listed below.

104 = ETHNIC DISCRIMINATION

Age 13	Because of their nationality
	Ethnic discrimination
	They're not English
	Because of the language they speak
	They could be a member of the minority group
	They are Mexican
Age 17	They belong to a minority race and can't get hired
	Their nationality
	Because they are foreigners
	Mexicans
	Orientals
	Jews
Adults	They may be a member of a minority

105 = RELIGIOUS DISCRIMINATION

Age 13	Religious affiliation discrimination
	Because of their religion
	Bad religion
Age 17	Religion
	Don't believe in God
Adults	Religion

106 = OVERQUALIFIED

Age 13	Too much education
	Some people don't want a "brain" working for them
	They're too good for the job
	Some people may be too smart
Age 17	Too much education
Adults	Over specialized
	Overeducated

107 = POLICE RECORD

Age 13	They may have been in prison and have a record
	Having had trouble with the police and having a record
	Like a man goes to get a job in the mines they look at your record
Age 17	Coming from prison
	The person may have stolen something before
	"Police record"
	Because they are an ex-convict
	They may have been in trouble with the law
Adults	No samples given

Categories and sample responses are listed below.

108 = PAST DRINKING OR DRUG PROBLEM; HISTORY OF MENTAL ILLNESS

Age 13	Used to be an alcoholic
Age 17	Used to be an alcoholic
Adults	No samples given

109 = PERSONALITY, MANNERS, ATTITUDE

Age 13	Attitude towards others has a lot to do with it
	The way they act
	Scared and shy
	May talk too much
	Don't have a good personality
Age 17	Have a bad attitude toward things
	Only interested in the money
	Character of the person
	Acts weird
	The kind of person they are
Adults	Can't talk to people
	Nasty

110 = APPEARANCE

Age 13	The way they dress
	If they have long hair
	Are not neat in appearance
	Their size or weight
	Too fat to be a model
	Not good looking
Age 17	Doesn't dress neat
	Their hair may be too long
	Some people won't hire freaks because of appearance
	Personal appearance when asked to report for an interview
	Cleanliness
	Not the right size
	Because of height
Adults	Not dressed correctly
	Appearance
	They are not presentable in their looks (such as hair, clothes)

Categories and sample responses are listed below.

111 = OTHER DISCRIMINATORY PRACTICES

Age 13	The way they live
	Because maybe they are a veteran
	Discrimination against Political Affiliation
	Because they are physically handicapped even though they can do the job
	They have a relative working there
	Might not belong to the union
	Their parents had a bad reputation
	Some people hire their relatives and friends instead
Age 17	They lack a union card for the job
	Creed
	No friends in the company
	Managerial discrepancies
	If they are a veteran
	Political views
	Live in a bad neighborhood
	Because they are poor
	Social status
	They don't have connections
	Living in the wrong part of the country
Adults	Do not know the right people
	Marital status
	Not in the right geographic area
	Not in the right society

112 = OTHER ACCEPTABLE RESPONSES

Age 13	They may not appeal the boss of the business
	They didn't trust him enough to give him a job
	The man didn't like him
Age 17	Discrimination
	Prejudice
Adults	Discrimination

114 = INTERVIEW WENT POORLY, BADLY

Age 13	No sample given
Age 17	The way they act when they apply for a job
	You go for an interview, and they don't like your style
Adults	They do poorly at interviews
	Gets nervous at interviews

250 = GARBAGE

Age 13	Cause they do not foutes school
	They dont nidd no more mine
	The snd go to school logn enzl
	A nurse cause stand blood
Age 17	No samples given
Adults	No samples given

Categories and sample responses are listed below.

251 = OTHER UNACCEPTABLE RESPONSES

Age 13 They might have been hired and didn't work
To be a truck driver
They probably aren't good enough
Because there is a lot of people
Some people may not can afford for people to work for them
Don't want work
Some travel too much
And others just give up looking
The people can find a good job
Because of some politicians
Because they are not a good citizen
Because people want a good job but want to be late
Because the job is too hard
They don't look hard to find a job
Age 17 Too shy to check on one theirselves
It is hard for some people to find a job
Those who hate work but have to
Parents not allowing them to work
The work is too easy
They feel they can get a better job than they have now
They don't look hard enough
Not knowing were to look to find good jobs
Job requirements are too great
They wait until all the job openings are taken
Adults May be parent with no one to attend children
Don't know how to look for a job
No systematic way for looking
Look to family and friends only to help them secure a job
Feel defeated if they don't find one quickly
Good worker

Categories and sample responses are listed below.

252 = EXPERIENCE, TRAINING, SKILLS, EDUCATION

Age 13	Because they have to have a good education
	Didn't go to college
	No education
	No experience
	No training program at job
	Because some did not finish high school
	They might not have the qualifications
	They might not be skilled enough
	Can't take shorthand
	Don't know how to operate machines
Age 17	Not a good enough education
	You might not fit their qualifications
	Unskilled in jobs available
	They haven't got experience or training
	Training but no experience
	Can't write or type good enough
	Don't know how to read
Adults	Inexperienced
	Not enough job training
	Lack education (formal)
	Lack special training or skills
	Above their capacity

253 = LACK OF INTELLIGENCE (EXCEPT MENTALLY ILL)

Age 13	Not high enough test scores
	Don't know enough
	Can't comprehend
	Didn't do well in school
	Had difficulty learning a subject
Age 17	Not high enough test scores
	Too stupid
Adults	IQ

254 = PHYSICAL HEALTH; PHYSICAL OR MENTAL DISABILITIES

Age 13	Handicapped people declined even if capable
	They might be a dope adict
	Because there something wrong with their health
	Mentally unstable
	Physical handicaps
	Drinks too much
Age 17	They might not be physically capable to do the job
	They are disabled and cannot work because of insurance reasons
	They may be psychologically unfit
	Mentally retarded
	Blind, deaf
Adults	They may have a handicap which may affect their being hired
	Poor health

Categories and sample responses are listed below. R501009-TSA

255 = REFERENCES; PAST JOB PERFORMANCE; NOT A GOOD WORKER

Age 13	Don't do what they are told
	If you worked in 6 or 8 places they think you don't get along
	How they get along with fellow workers
	They are not dependable
	How they treat equipment
Age 17	Hard to get along with
	Don't take responsibilities
	They talk back to the manager or something
	Does not get to work on time
Adults	Maybe because their past record shows they are not responsible
	Cannot discipline themselves
	Have changed jobs many times
	Unable to accept supervision

256 = DEMANDS APPLICANT MAKES; JOB NOT COMPATIBLE WITH APPLICANT'S REQUIREMENTS

Age 13	They want more money than the boss is willing to pay
	Can not work in the day
	Because some people are so choicy
Age 17	Can't find the work they want
	They don't like certain types of work
Adults	Wants more time off than is allowed
	Possible odd hours and day assignments
	May not be willing to put in long hours
	They want too much in a job

257 = INDECISIVE; DON'T KNOW WHAT THEY WANT

Age 13	The person might not know what kind of work he would like to do
	It's hard to know what you want to do
Age 17	Don't know exactly what they want to do
Adults	Can't decide on job goals
	They are not sure what they want

Categories and sample responses are listed below.

258 = JOBS NOT AVAILABLE

Age 13 Sometimes there are too many workers
Most of the good jobs are already taken up
There's a shortage of jobs
People don't need anymore help
Because the kind of work they do there is no need for it
Age 17 No job available
Not very much work in small towns
Jobs are hard to come by these days
Not enough jobs for everyone
Employer may not need them
Adults Lack of good jobs
Located in an area where job's are hard to find and don't want to move
Oversupply of labor
Unemployment percentage
Computers have taken over

259 = TOO FAR FROM JOB; TRANSPORTATION PROBLEM

Age 13 They have too far to walk
They have no transportation
They think it is too far away
They might not like the roads going to the job
Age 17 Lack of transportation
Not having a car
Adults People don't want to move to an area better suited for their job for one reason or another
No transportation
Don't have a second car
Location of job
No way to ride

260 = EXACT DUPLICATE OF A PREVIOUS RESPONSE

399 = I DON'T KNOW

A. Mr. Smith has a job. All day long he runs a machine that punches holes in leather belts. He does the same thing every day. Do you think it is possible that Mr. Smith likes his job?

○ Yes

○ No

○ I don't know.

B. Give a reason for your answer.

2-501011-3,4

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R501011

NAEP #: 501011-SA

Objective: V. HAVE POSITIVE ATTITUDES TOWARD WORK
Subobjective: A. Recognize the bases of various attitudes toward work

Exercise Type: Multiple Choice and Short Answer
Scoring Type: Semi-Professional
Administration Mode: 17 Group
Adult Non-Interview
Stimulus Type: Tape/Text

Overlap:	17	Adult
Package-Exercise:	12-05	02-13
Timing: (in seconds)		
Part A Stimulus:	19	21
Response:	7	**
I Don't Know	12	**
Total:	38	**
Part B Stimulus:	3	3
Response:	47	**
Total:	50	**
Exercise Total:	88	**

**Only stimulus material was taped for this exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = LIKES THE PAY; MAY PAY WELL

Age 17	Money may be good
	It is possible because Mr. Smith may not want anything more out of life than his paycheck and a steady job
	Because he gets paid a good salary and he wouldn't do it if he didn't like it
	It could pay well, he could have a sense of security because of his position, he could be interested in the machinery
	He may like his pay, hours, people he works with, etc. although the job sounds boring
Adults	Whether Mr. Smith like job or not depend on the type of person he is. If he has no more ambition in life than to bring home pay, he could like it

11 = LIKES THE REPETITIVE NATURE OF THE JOB; JOB IS EASY

Age 17	It is a easy job
	It seems like an easy job that he is working on
	I think its possible that Mr. Smith likes his job because all he have to do is run the machine
	He may be the kind of man who does better work and is happier if he knows he'll be doing the same thing day after day
	He just may like doing the same thing. He can get better at it and improve his chances for a more responsible job
	The machine does the work and it wouldn't be hard
	He doesn't have to work hard
Adults	Some people enjoy the results of work that is sometimes boring or is repeated all the time
	Because it's an easy enough job to do. But I don't imagine the pay would be too good but that depends on the individual

12 = LIKES THE PEOPLE HE WORKS WITH

Age 17	Because he might enjoy the people he works with
	He might like the people
	He might get along with those who he works with or maybe that's the only thing he knows how to do there may be a lot of reasons for liking his job
	Although I do not know Mr. Smith, I feel that is very possible for him to like his job because he may have a number of friends he works with
Adults	No samples given

Categories and sample responses are listed below.

13 = LIKES WORKING WITH LEATHER; LIKES RUNNING MACHINES; WORKING WITH HANDS

Age 17

Maybe Mr. Smith enjoys working (running that machine and he might like the money that he is making at this job
Mr. Smith may like working with leather, and so he likes the job
Because Mr. Smith have a hobby it could be he likes to make belts he's doing his own thing
If someone likes to punch holes in leather all day yes. He could like to change parts on the machine, or the smell of leather
May he wants to run machine even though it might be boring

Adults

It is possible that Mr. Smith likes working with this particular machine and likes doing the same thing day after day
Because he like to work with leather and use his hands

14 = LIKES MENTAL ASPECTS: THE LACK OF RESPONSIBILITY, BEING ABLE TO RELAX AND LET HIS MIND WANDER, ETC.

Age 17

Mr. Smith could be looking for a job without responsibilities or one that does not require much concentration
Some people are capable of occupying themselves with thoughts of their own
He may be the kind of person that doesn't like deciding for himself the next thing to do in his job
He may enjoy a job that doesn't take much responsibility and much hard labor

Adults

Because he likes a job that requires little or no attention where he can read, talk or in general pass time with others.
Maybe he is the type of person who doesn't like responsibility or management jobs.
Allowing the individual time to daydream

15 = GET SATISFACTION FROM DOING A JOB WELL

Age 17

Mr. Smith could like his job because he is secure in his ability to operate his machine
He could get an enjoyment out of doing his best work at that job each day
Of course it is possible. Some people might enjoy the routine, and get satisfaction of knowing they could do the job

Adults

It is possible that he likes his job. He would like it because of pride not in what he does as much as how much he does
Security in doing the job well

Categories and sample responses are listed below.

16 = GIVES EVIDENCE TO SHOW THAT HE LIKES IT

Age 17 Because if he didn't like it he wouldn't do it
It is possible that he likes this job because if he didn't he would surely find work somewhere else
If he didn't like the job, he would quit
Adults If not he would not run it all day
He would probably leave the job if he didn't like it
If Mr. Smith didn't like the job I feel he wouldn't do it
If he didn't chances are he would look for another job

17 = LIKES IT BECAUSE HE HAS/MAY HAVE A LOW MENTALITY

Age 17 It could be that Mr. Smith is not very intelligent
It is possible, but not probable. If Mr. is a mentally retarded person and punching holes in leather belts is the best thing he can do with his ability and he feels he is being useful. But even Mr. Smith may get bored anyway
Because Mr. Smith is dumb and doesn't know anything better to do
Mr. Smith could like his job if he wasn't intelligent enough to comprehend the situation
Adults Because it would depend upon this individual's abilities and motivation - it would be very monotonous for many but this individual could be mentally retarded

18 = ONLY JOB HE COULD GET; UNQUALIFIED FOR ANOTHER

Age 17 He might like it because it is all he can do but I do not see how anybody could like a job doing the same thing over and over
It could be the only thing he's trained for and is able to do
Because this might be the only thing he is capable of doing, so he does it for the money, to survive
Adults This is probably the skill he is best suited for so he enjoys his work
He might be doing it because he has not enough skill to obtain another job
Maybe this is the only type of job Mr. Smith is capable of doing

Categories and sample responses are listed below.

19 = OTHER ACCEPTABLE RESPONSES

Age 17 Maybe his father and grandfather passed this job down to his generation

Mr. Smith may be the kind of man who enjoys whatever he happens to be doing. The man who doesn't complain and believes what he is doing is important

Because he has become used to doing this

Because it might be the type of work he has wanted to do all his life.

Mr. Smith may be a man who likes any kind of work and does not easily get bored

Adults The security of the job may be ample reward

Perhaps he is self-employed and he designed the machine and technique he uses to punch the hole

It could sound like a steady job

His job may be near his family so he can spend time with his family instead of commuting. He may feel it is the best job he can get

20 = GARBAGE

21 = OTHER UNACCEPTABLE RESPONSES

Age 17 I personally couldn't take it. As to Mr. Smith I am not God, therefore, I have to go by what I would do

No one knows if someone else likes his or her job if they do not know them.

Because it is a good job

It depends on what kind of man he is and what he likes and dislikes

I think he should be satisfied with this one until he can find something better

It depends

People are different

How are we to know what he likes

Adults Who the hell would like to sit and punch holes in leather belts all day long

I would not like a job such as this but I am not Mr. Smith, so I cannot answer this

Categories and sample responses are listed below.

22 = NO, WORK IS MONOTONOUS, NO CHALLENGE

Age 17	It would get monotonous
	Mr. Smith is probably tired of his routine
	He might of at first because he thought it was easy but after a while it probably gets old and boring
	Because it couldn't be a challenge to him or almost to anyone else.
	Because he never gets to do anything different
	Because it doesn't have a variety of things to do to keep him interested
Adults	I feel that doing the same simple thing such as punching holes in leather every day can be very boring
	Sounds monotonous
	Repetitive boring work

23 = NO, PAY IS POOR

Age 17	The job probably doesn't pay much and it can be very monotonous (boring)
	I don't know because I'm not Mr. Smith and on top of that he might not get paid real good and the job might become boring day after day
Adults	No samples given

24 = HE LIKES/MIGHT LIKE THE JOB (NO REASON GIVEN); ALSO PHILOSOPHIZING

Age 17	Just because he does the same thing everyday doesn't necessarily mean he doesn't like his job
	Mr. Smith could have adapted himself to that job
	Every person is unique and has his own likes and dislikes. It is very possible that he enjoys his job tremendously
	Just because it might be boring to someone else it may not be to him
	Because he likes to
	He could like doing that job. He may think it's interesting
	If Mr. Smith enjoys the work he is doing, and is happy with it, it is completely possible he likes his job
	I cannot say no because he may like his job. To me personally it would be very monotonous.
Adults	It's possible, but not likely
	Some people like this type of work

39 = I DON'T KNOW

Suppose you had to work for a living. Who should make the final decision about the kind of job you would take?

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R503011

NAEP #: 503011-NTS

Objective: V. HAVE POSITIVE ATTITUDES TOWARD WORK
Subobjective: C. Seek personal fulfillment through own achievements

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:	9	13	17
Package-Exercise:	09-01	09-01	09-01
Timing: (in seconds)			
Stimulus:	7	7	7
Response:	53	40	39
Exercise Total:	60	47	46

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = ME, MYSELF, YOU, YOURSELF, SELF. THE PERSON WHO IS TAKING THE JOB

Age 9	Me
	Yourself
	I would make the decision not my parents
	You would
	My self
Age 13	I should make it
	Myself
	Me
	I think that the decision should be up to me
	You would
	I think I should because I know what I want to be
	Yourself
	Ourself because we should be able to make up our own mind
	I would
	You
Age 17	Yourself because you are the one working on the job
	I should, I am the one who has to work the job!!!
	Yourself
	You should decide on what is best suited for you and your life
	Me - I would make it
	I should make the final decision
	Myself

11 = ME WITH CONSULTATION OF OTHERS

Age 9	You should ask a job dealer and then you can decide
Age 13	Probably myself but I will get my parents' opinions
	You and if you are married your wife should have a degree of power
Age 17	I would make the final decision, some people would help though, but I would make the final one (decision)
	Me, with God's help

12 = OTHER ACCEPTABLE RESPONSES

20 = GARBAGE

R503011-NTS

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE RESPONSES

Age 9	A man
	The man should
	Being a scientist
	School
	Pro football
Age 13	I would be a school teacher
	Society, in the sense I'm a girl and there are sterotyped ideas set
	Be a housewife or a waitress
Age 17	People, my friends

22 = ME AND MY PARENTS; ME OR MY PARENTS

Age 9	Your parents, and yourself
Age 13	You or your parents
	You and your parents should talk it over and decide
	My parents or myself
Age 17	You and your parents

23 = PARENTS (OR ONE PARENT)

Age 9	Mother, father
	My dad would
	Your parents
	Your mom or dad
Age 13	Your parents
	My mother and my father
	My mother will make the decision
Age 17	No samples given

24 = PERSONS OTHER THAN PARENTS (SPECIFIC)

Age 9	A school teacher
	Your lawyer
	The judge would tell me what kind of job I would take
	Your wife
	The person who gave the job to you
Age 13	Your employer
	Man of the family
	Who hired you
Age 17	The boss
	Your grade advisor
	I would let the Lord decide

39 = I DON'T KNOW

A. Would you enjoy building houses and gardens if you were a millionaire?

○ Yes
○ No

○ I don't know.

B. Would you enjoy giving to charity if you were a millionaire?

○ Yes
○ No

○ I don't know.

C. Would you enjoy learning new things if you were a millionaire?

○ Yes
○ No

○ I don't know.

D. Would you enjoy raising race-horses if you were a millionaire?

○ Yes
○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

(Continued)

E. Would you enjoy traveling if you were a millionaire?

○ Yes

○ No

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Exercise #: R503012

NAEP #: 503012-NT

Objective: V. HAVE POSITIVE ATTITUDES TOWARD WORK
Subobjective: C. Seek personal fulfillment through own achievements

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Tape/Text

Overlap:		9	13
Package-Exercise:		08-01	14-05
Timing: (in seconds)			
Part A	Stimulus:	8	8
	Response:	2	2
	I Don't Know	9	9
	Total:	19	19
Part B	Stimulus:	7	7
	Response:	2	3
	I Don't Know	5	5
	Total:	14	15
Part C	Stimulus:	8	8
	Response:	2	2
	I Don't Know	5	5
	Total:	15	15
Part D	Stimulus:	8	8
	Response:	2	2
	I Don't Know	5	5
	Total:	15	15
Part E	Stimulus:	6	8
	Response:	2	2
	I Don't Know	7	7
	Total:	15	17
Exercise Total:		78	81

A. In our country we have child labor laws which do not allow children to work at regular jobs. Should we continue to have such laws?

○ Yes
○ No

○ I don't know.

B. Give three reasons for your answer.

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

	(1)	(2)	(3)
○	○ ○ ○	○ ○ ○	○ ○ ○
○	○ ○ ○	○ ○ ○	○ ○ ○
○	○ ○ ○	○ ○ ○	○ ○ ○
○	○ ○ ○	○ ○ ○	○ ○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○
○	○ ○	○ ○	○ ○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

Exercise #: R504005

NAEP #: 504005-TSA

Objective: V. HAVE POSITIVE ATTITUDES TOWARD WORK
Subobjective: D. Value work in terms of societal goals

Exercise Type:		Multiple Choice and Short Answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Group
	17	Group
	Adult	Non-Interview
Stimulus Type:		Tape/Text

Overlap:	13	17	Adult
Package-Exercise:	02-06	11-10	01-05
Timing: (in seconds)			
Part A Stimulus:	14	14	17
Response:	11	10	**
I Don't Know	10	11	**
Total:	35	35	**
Part B Stimulus:	3	3	3
Response:	82	82	**
Total:	85	85	**
Exercise Total:	120	120	**

**Only stimulus material was taped for this exercise.

R504005-TSA

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = WORKING INTERFERES WITH CHILDREN'S EDUCATION

Age 13	If children worked they would never get an education
	Because children have to go to school
	They wouldn't have time for schools
	So they can have a chance to learn and get a better job
Age 17	Children should get an education
	It would contribute to more school dropouts because the children would know they could make a living
	The children might be working instead of going to school
	Working can conflict with schoolwork
Adults	It is important that children attend school and this would be impossible if they were working
	Children wouldn't receive proper education
	Need education for socialization process

11 = CHILDREN ARE EASILY EXPLOITED BY EMPLOYERS

Age 13	Child labor laws protect the child from being overworked by an employer
	Men might work the younger guys too hard
	They would not receive the same amount for a job as adults
Age 17	Children would be taken advantage of if they worked at regular jobs
	Some one might try to get by without paying the child
	Abuse and bad working places
	Some bosses might be too strict and whip the kids
	Sometimes they do the work of adult and get paid less
Adults	Employer might abuse them.
	People exploit children
	To protect children from employers that would over work and under pay them

12 = PARENTS MAY EXPLOIT THEIR CHILDREN

Age 13	Many people could put their children to work while they do little or nothing
	Parents take their money for themselves
	Shouldn't have to support others in the family
	Because parents may be forcing the child to do so
Age 17	A parent or guardian might try to make a child under age work
	Parents who are poor might force their children to work
	The parents should be able to support their children
Adults	Children should be able to depend upon their parents for support until they are grown up to do otherwise
	Children may be forced to work by parents
	Many people could put their children to work while they do little or nothing

Categories and sample responses are listed below.

13 = TO PROTECT THE CHILDREN'S PHYSICAL, OR EMOTIONAL WELL-BEING

Age 13	If you didn't children would do work too hard for them
	They could get injured while doing it
	The laws protect a child from getting hurt on the job
	Children shouldn't have to work in dirty, smelly places if they're poor
Age 17	Some jobs they might be forced to do should not be done by children
	It would put too much pressure on the child mentally and physically a child needs time to play
	Might over work them
	Some jobs are too dangerous
	They need to play and have normal childhoods
	The child will grow up so fast and not have a chance to be a child
	Because they will get hurt easily
Adults	For the health and safety of young children
	Body needs to mature physically
	Bad for health in some cases
	Need time to be young and enjoy life
	They are not safety conscientious enough

15 = TO ALLOW MORE ADULTS TO BE EMPLOYED

Age 13	Too much unemployment for adults now
	Children don't need jobs as much as adults
	Some of the grown ups wouldn't get job
	So adults can have a job to stay off welfare
Age 17	The job might be available for a man or woman who has no job
	Because there are not many jobs for people old enough to work
	The largest part of our population is under 25 so if they started working it would displace the other
	Might make laborers more unemployed because children will work for less money
Adults	Child labor would prevent adults from getting jobs
	If we didn't have those laws there would probably be more unemployment
	We have an adequate supply of adult labor in U.S.
	Keep breadwinners working

Categories and sample responses are listed below.

16 = CHILDREN NOT QUALIFIED FOR JOB, CAN'T HANDLE THE JOB

Age 13	Because I don't think they are smart enough
	Because they're too young to handle the problems
	Some jobs might be too hard for kids
	Because they might fool around and get nothing done
	Because doesn't have enough energy to do a older person's job
	They may not know how to run some machine
	Because child may not have a lot training
Age 17	Some children aren't very dependable
	Children are too immature to hold a full-time job
	The child may not have experience required for the job
	They are too young for such responsibility and work
	Because they are not as strong as older people
Adults	There aren't many jobs children can do
	They are too little and in the way
	Children may not have any knowledge to work
	Not responsible enough at this age
	They do not have enough maturity

17 = OTHER ACCEPTABLE RESPONSES

Age 13	Exploitation of poor families
	To protect the integrity of the family
Age 17	Creates family problems
	Present child labor laws seem to have few problems
	They don't need the money
	Kids are needed at home
Adults	To ensure a working force for the future
	Children would have to compete with adults at work, and would develop negative attitudes from lack of success

20 = GARBAGE

Age 13	And if there
	And many children
	Children like to make paity
	And because a child
Age 17	No samples given
Adults	No samples given

Categories and sample responses are listed below.

21 = OTHER UNACCEPTABLE RESPONSES

Age 13 Someone can kidnap them
And somebody make take them someplace that the parent may not see them
Their parents should support them so the children wouldn't have to
I think we should still have the law, but lower the age to 12
I don't think it is fair
Mothers need their children home with them
Some kids are too young

Age 17 Parents would not let their children at certain ages work
He is too young to work steady
That way they don't make too much money
They don't have to worry about get to work in time
Won't have any family life
They will have something to look for when they get older
So they can learn the real reason of money that way

Adults Slavery was out 100 years ago
Keep the children home
Don't need the money
So they will not start to work too young

22 = DISAGREE THAT THERE SHOULD BE LAWS

Age 13 And help to pay for their school supplies
Children can work at a lot of jobs
Children like to work to make money to buy something for their parents
Because children might need money to help parents
People should get any job they wanted
People who can do it let them do it
They need the experience
When the people hire older guys what if they can't find anybody
How are we going to get the extra things we want
No you can't get hurt
I would like to have a job myself

Age 17 Some children need to work to help support their family
It will keep them out of trouble
They will learn to work
It will give them a chance to make their own money
Because some kids know just as much about something as adults
I think if the child knows the work and is willing to work he should at least have a chance to show his work

Adults Help finance family bills. Good work experience
There are a lot of families that can and need the extra money a teenager would make if allowed to work at a regular job instead of at odd jobs. They could work it out with the schools so the child could still finish school and help rid the family of hardship

23 = EXACT DUPLICATE OF PREVIOUS RESPONSE

Categories and sample responses are listed below.

24 = CHILDREN HAVE THE SAME RIGHTS AS ADULTS

39 = I DON'T KNOW

GPO 1980-677-157

SUPPLEMENT TO

CAREER AND OCCUPATIONAL DEVELOPMENT
RELEASED EXERCISE SET

DATED OCTOBER 1975

NATIONAL ASSESSMENT RESULTS

This supplement provides NAEP national results for the exercises contained in the Career and Occupational Development (COD) Released Exercise Set, dated October 1975. All of the exercises were assessed during the 1973-74 school year.

The results are listed in numerical order by NAEP exercise number, in the same fashion as the released exercise set. All results are expressed as percentages -- that is, the percentage of students in the nation responding correctly to each exercise. Since National Assessment assesses by age, results are shown for 9-year-old, 13-year-old and 17-year-old students regardless of their grade level. Results are also shown for the adult (26-35) assessment. These age results are reported under the columns headed "Age: 9-13-17-A".

Since many states and districts conduct grade-level assessments rather than age-level assessments, NAEP has also reported national results by modal grade -- those grades in which most (70-75%) of the age-eligible students are enrolled. National Assessment finds that nationally most 9-year-olds are in the 4th grade, most 13-year-olds are in the 8th grade and most 17-year-olds are in the 11th grade. States or districts that conduct assessments at grades 4, 8 or 11 and tabulate separately the results for those students who are 9-, 13- or 17-years of age (according to NAEP's age definitions) will be

NOTE: A few exercise numbers are followed by an asterisk(s). Please refer to the legend below and to the appropriate scoring guides in the released exercise set for an explanation of how NAEP scored these items.

LEGEND

N/A	Results not available
*	Gave at least one acceptable response
* *	Gave at least two acceptable responses
* * *	Gave at least three acceptable responses
* * * * *	Gave at least five acceptable responses

Complete results and standard errors for the nation, region of the country, sex, race, level of parental education and size and type of community are contained in Career and Occupational Development Technical Report, Exercise Volume, Report 05-COD-20, May 1977. (price $25.00)

National Assessment of Educational Progress
700 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295

Exercise Number	Age				Modal Grade		
	9	13	17	A	4th	8th	11th
102013A	--	85.7	90.3	94.0	--	87.3	91.4
B	--	95.9	97.6	96.8	--	96.6	98.0
C	--	87.2	96.8	96.7	--	90.0	97.8
D	--	84.2	93.0	91.6	--	87.8	94.1
E	--	11.4	17.7	35.0	--	10.9	19.1
F	--	72.4	73.7	76.4	--	73.8	73.6
G	--	76.8	92.7	95.1	--	81.2	94.7
H	--	86.0	94.6	97.1	--	89.3	96.0
I	--	93.7	96.3	96.9	--	94.7	97.6
102018A	--	--	64.3	79.6	--	--	67.2
B	--	--	81.3	90.1	--	--	83.2
C	--	--	59.2	85.3	--	--	62.3
D	--	--	23.6	45.4	--	--	22.7
E	--	--	46.5	74.7	--	--	46.9
102023A**	--	--	91.8	85.7	--	--	93.8
B**	--	--	92.2	85.5	--	--	94.3
102033A**	75.8	--	--	--	76.6	--	--
B**	72.4	--	--	--	73.9	--	--
C**	90.8	--	--	--	91.2	--	--
D**	89.0	--	--	--	89.6	--	--
102036A	--	36.6	66.9	86.0	--	38.4	68.4
B	--	62.0	78.3	84.7	--	63.3	79.4
C	--	38.9	45.1	64.8	--	40.5	46.0
D	--	50.3	69.6	70.9	--	53.6	70.2
E	--	47.5	63.1	79.9	--	52.1	66.3
103002A (Yes)	--	72.3	63.8	--	--	N/A	N/A
B	--	69.9	61.9	--	--	68.5	64.1
C	--	58.8	56.8	--	--	60.6	58.8
103003A*	--	--	--	83.0	--	--	--
B*	--	--	--	55.2	--	--	--
104003A (Yes)	--	89.4	92.1	--	--	N/A	N/A
B	--	88.4	91.7	--	--	89.4	92.5
C	--	76.5	81.1	--	--	78.1	82.4
104009*****	--	58.9	84.9	81.3	--	65.3	88.4
104011***	--	32.4	56.4	--	--	36.9	59.7
104015A (Yes)	--	86.0	93.2	--	--	N/A	N/A
D**	--	72.2	80.9	--	--	73.9	82.1
E**	--	54.1	55.6	--	--	54.8	57.4
F**	--	47.4	49.2	--	--	48.6	51.7
G*	--	39.5	44.6	--	--	42.4	45.4

Exercise	Age				Modal Grade		
Number	9	13	17	A	4th	8th	11th
200018, continued							
J (Yes)	97.2	98.1	--	--	N/A	N/A	--
K (Yes)	81.1	89.5	--	--	N/A	N/A	--
Summary							
C+D+E+F*	95.8	99.2	--	--	96.8	99.3	--
B+G+K *	91.1	97.0	--	--	93.0	97.6	--
A+I *	86.1	92.8	--	--	86.4	92.9	--
H+J *	97.7	99.3	--	--	98.5	99.4	--
200019A (Yes)	50.7	80.6	--	--	N/A	N/A	--
B (Yes)	32.6	62.3	--	--	N/A	N/A	--
C (Yes)	62.4	65.3	--	--	N/A	N/A	--
D (Yes)	54.0	67.1	--	--	N/A	N/A	--
E (Yes)	73.5	90.5	--	--	N/A	N/A	--
F (Yes)	27.2	53.2	--	--	N/A	N/A	--
G (Yes)	73.1	75.4	--	--	N/A	N/A	--
H (Yes)	56.5	84.3	--	--	N/A	N/A	--
I (Yes)	66.5	63.6	--	--	N/A	N/A	--
J (Yes)	57.1	79.0	--	--	N/A	N/A	--
K (Yes)	37.0	35.4	--	--	N/A	N/A	--
L (Yes)	48.7	57.8	--	--	N/A	N/A	--
M (Yes)	16.8	27.7	--	--	N/A	N/A	--
N (Yes)	79.7	91.0	--	--	N/A	N/A	--
O (Yes)	79.4	84.5	--	--	N/A	N/A	--
P (Yes)	90.8	97.8	--	--	N/A	N/A	--
Q (Yes)	32.8	48.8	--	--	N/A	N/A	--
R (Yes)	62.6	79.5	--	--	N/A	N/A	--
S (Yes)	77.8	96.5	--	--	N/A	N/A	--
T (Yes)	74.4	95.6	--	--	N/A	N/A	--
U (Yes)	34.4	53.9	--	--	N/A	N/A	--
V (Yes)	68.1	90.6	--	--	N/A	N/A	--
W (Yes)	84.0	93.2	--	--	N/A	N/A	--
X (Yes)	78.2	91.0	--	--	N/A	N/A	--
Y (Yes)	85.8	96.9	--	--	N/A	N/A	--
Z (Yes)	74.0	94.8	--	--	N/A	N/A	--
Summary							
A+O+T+U *	95.3	99.1	--	--	96.0	99.5	--
B+E+F+J+W+X **	90.0	97.1	--	--	91.1	97.3	--
C+D+G+I+K+L+M**	88.1	92.2	--	--	88.7	92.9	--
H+Q+V+Y+Z **	88.5	99.2	--	--	91.5	99.2	--
N+P+R+S **	91.0	98.6	--	--	92.7	99.1	--

Exercise	Age				Modal Grade		
Number	9	13	17	A	4th	8th	11th
302005, continued							
(Addition of the total amount for goods ordered on the order blank.)	--	66.1	85.0	85.5	--	72.2	87.0
(Shipping and handling charges for the goods ordered on the order blank.)	--	51.2	79.2	85.4	--	58.7	81.6
(Addition of the total amount enclosed for goods ordered on the order blank.)	--	62.0	86.6	90.4	--	69.9	89.1
302010	39.7	81.9	90.1	86.4	45.7	85.7	93.1
302015 *(Dale Roberts)*	64.3	93.6	--	--	69.9	94.9	--
(1545 Lake Street)	60.8	92.3	--	--	67.0	94.3	--
(Narka, Kansas 66960)	62.2	92.2	--	--	68.2	94.5	--
(John Way)	67.7	94.6	--	--	73.6	96.0	--
(345 Moose Street)	62.6	93.2	--	--	68.9	94.7	--
(Nome, Alaska 99762)	62.4	92.5	--	--	68.4	94.3	--
302017A (Yes)	--	--	77.5	64.3	--	--	79.1
B (Yes)	--	--	41.2	36.2	--	--	42.3
C (Yes)	--	--	58.4	37.6	--	--	61.5
302020 *(Respondent found the correct number for SNACK SHACK in less than three minutes.)*	38.8	70.6	87.8	93.4	43.0	73.2	89.4
303008	45.9	71.4	82.3	81.8	50.3	74.0	83.0
303011	30.0	76.4	92.9	85.1	32.7	81.8	94.6
303012 *(Relative position of the geometric objects correctly drawn by the respondent.)*	--	72.8	77.7	69.5	--	75.7	79.6

Exercise	Age				Modal Grade		
Number	9	13	17	A	4th	8th	11th
306009, continued							
	--	--	34.5	38.7	--	--	36.4
	(Respondent correctly included an inside address in the letter.)						
	--	--	94.0	88.1	--	--	95.6
	(Respondent correctly included a greeting in the letter.)						
	--	--	93.6	89.7	--	--	95.5
	(Respondent gave high level qualifications for the job or relevant personal qualifications.)						
	--	--	81.3	77.8	--	--	84.0
	(Respondent included both an acceptable closing and signature.)						
401003	5.4	22.7	--	--	5.5	24.7	--
401009A (Yes)	--	71.7	82.6	85.8	--	N/A	N/A
B	--	76.9	88.7	88.6	--	82.0	91.0
401013*	46.5	73.8	86.6	87.5	48.5	77.4	87.5
403004	95.4	98.2	--	--	95.5	98.5	--
	(Respondent correctly folded papers.)						
	86.6	95.3	--	--	88.6	95.8	--
	(Respondent correctly stapled papers.)						
403005	52.6	87.7	--	--	57.4	89.7	--
403010	--	--	78.9	76.8	--	--	82.5
501009	--	71.9	82.7	66.9	--	75.5	83.2
	(At least four reasons given and one reason was discriminatory.)						
501011A (Yes)	--	--	47.0	50.1	--	--	N/A
B	--	--	42.4	43.4	--	--	43.7
A & B	--	--	38.9	39.1	--	--	40.3
503011	39.9	76.3	90.7	--	43.2	80.5	92.6
503012A (Yes)	46.4	45.7	--	--	N/A	N/A	--
B (Yes)	72.4	86.5	--	--	N/A	N/A	--
C (Yes)	80.7	86.8	--	--	82.6	86.7	--
D (Yes)	60.1	66.5	--	--	N/A	N/A	--
E (Yes)	85.9	94.1	--	--	N/A	N/A	--
504005A (Yes)	--	45.9	75.0	88.4	--	N/A	N/A
A & B**	--	31.1	64.0	72.3	--	32.7	67.7